REPORT RESUMES

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TITLE I, ELEMENTARY SUMMER ENRICHMENT, 1967, POST KINDERGARTEN, POST 1ST AND POST 2ND GRADE, JUNE 7-JULY 21.
DES MOINES PUBLIC SCHOOLS, IOWA

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THIS REPORT DESCRIBES THE PLANNED OPERATION OF THIS SUMMER PROGRAM AND OFFERS RESOURCE INFORMATION FOR THE PROGRAM TEACHERS. THE PROGRAM'S OBJECTIVES ARE TO IMPROVE THE READING, LISTENING, AND SPEAKING SKILLS OF THE PARTICIPATING CHILDREN AND TO PROVIDE THEM WITH MEANINGFUL, STIMULATING EXPERIENCES, ESPECIALLY IN ART, MUSIC, AND PHYSICAL EDUCATION. THE REPORT OUTLINES SPECIFIC ACTIVITIES AND TEACHING TECHNIQUES AND SUGGESTS MANY APPROPRIATE EDUCATIONAL GAMES. IT ALSO LISTS AUDIOVISUAL MATERIALS SUCH AS FILMSTRIPS, FILMS, PICTURE BOOKS, AND RECORDS. SOME OF ITS OTHER CONTENTS ARE A TENTATIVE BUDGET, EVALUATION AND OTHER FORMS, AND A DISCUSSION OF HOW TO PLAN LESSON UNITS AND FIELD TRIPS. (LB)

Paul Bare
Scott

05384

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SUMMER ENRICHMENT
Target Area School

DES MOINES PUBLIC SCHOOLS

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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DES MOINES PUBLIC SCHOOLS

TITLE I

ELEMENTARY SUMMER ENRICHMENT, 1967

POST KINDERGARTEN, POST 1st AND POST 2nd GRADE

JUNE 7 - JULY 21

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WORKSHOP -- June 5, 1967

Introduction

Purpose of program
Why summer school is important
What it can do for children
Involving parents

Preview of summer using slides from last summer

Panel of teachers from last summer

Problems, satisfactions
Teacher and relationship to children
Profitable activities

Speaker -- Dr. Forest

Group Meetings

Art teachers - Dorothy Moore
Music teachers - Virginia Johnson
Nurses
Librarians
Classroom teachers
Go over curriculum sheets

GENERAL INFORMATION

LOCATION

Classes will be held at each of the following 13 centers

Bird
Dunlap
Grant
Longfellow
Logan
Lucas
McKee
McKinley
Moulton
Nash
Sabin
Scott
Willard

TIME

Length of session - 6 weeks and 3 days
In-service - June 5, 1967 and as needed throughout the summer
Session begins, June 7
School Hours for children 8:30 - 12 Noon

GRADE LEVELS

Post Kindergarten
Post First
Post Second

CLASS SIZE

15-20 in each class - waiting list prepared

BUS SCHEDULE

Bus shared with one other school
Bus schedule is prepared

PERSONNEL

Teacher
Library-teacher aide (one for each building)
Teacher assistant (one for each building)
Music and art teachers to share with one other school
Nurse
Custodian
NYC Helpers

AAUW volunteers to work with groups
Parents from community to go on trips and/or work on projects

STUDENTS

Dress - Children may wear comfortable clothing such as shorts and pedal pushers to classes this summer. Teachers should pursue any questions related to the children's dress with the building principal.

Attendance - Becuase there are other children wishing to attend the classes, continuous attendance is necessary. With recommendations from the teacher, nurse or other personnel the building principal will make the final decision and notify the parents.

Participation in program - Form 104 Rev., emergency information, must be completed and turned in on the first day of the session attended.

The "Consent of Parent" form must be on file before a child is permitted to participate in any walks or trips. (One consent slip will do for all summer.)

EVALUATION

Evaluation will include the following areas:

Attendance record of participants
List of activities completed
Subjective evaluation by teacher
Film record
Culminating activities for parents
Parental involvement

FOOD SERVICE SUPPLIES

Juice and crackers will be delivered to each school. If more is needed it may be purchased with money from the allotted building fund.

Paper items are to be picked up at Longfellow School on June 5 or 6.

Milk will be ordered, from the school's regular service, by the building principal. The bills will be submitted on July 21, 1967. All milk companies should be notified the 79050 accounts are to be kept separate from Head Start.

INSTRUCTIONAL SUPPLIES AND EQUIPMENT

Supplies and equipment have been purchased for this program. Sufficient amounts of consumable items are available. Inventories are available in the building office. If other supplies are needed, teachers should check with the building principal. Funds are available for purchase of small consumable items for tasting parties, instructional materials such as paper plates, doillies, film etc.. Receipts of items purchased will be submitted with final reports at the end of the session.

STUDENTS

School day - The daily session hours are from 8:30 a.m. to 12:00 noon.

Dress - Children may wear comfortable clothing such as shorts and pedal pushers to classes this summer. Teachers should pursue any questions related to the children's dress with the building principal.

Attendance - Because there are other children wishing to attend the classes, continuous attendance is necessary. With recommendations from the teacher, nurse or other personnel, the building principal will make the final decision and notify the parents.

Participation in program - Form 104 Rev., emergency information, must be completed.and turned in on the first day of the session attended.

Form Q, Consent of Parent, must be on file before a child is permitted to participate in any walks or trips. One consent form will suffice for the entire summer session.

NURSE'S DUTIES

1. Visit homes
2. Visit and help teacher teach personal hygiene in classroom
3. Take care of injuries
4. Be on call to schools
5. Keep daily log of activities
    a. Class visits
    b. Home visits
    c. Individual contacts

SUGGESTED TEACHER ASSISTANT'S DUTIES

1. Have a snack ready
2. Go on trips
3. Help with record keeping
4. Gather materials for teachers
5. Take children to library
6. Help with halls
7. Help with dismissal

NYC WORKER'S DUTIES

The duties performed will be at the discretion of the building principal.

PERSONNEL

SCHOOL DAY

Teachers - The teacher's day is from 8:00 a.m. to 12:20 p.m. each day except Mondays. Each Monday the schedule is from 8:00 a.m. to 12:20 p.m. and 1:30 to 3:30 p.m.. The Monday afternoon is for building meetings, in-service training and/or planning.

Teacher assistant - The teacher assistant's day is from 8:00 a.m. to 12:30 p.m. and 1:00 p.m. to 3:30 p.m. each day.

Neighborhood Youth Corps worker - The NYC worker will be on duty at the discretion of the building principal. The worker may work a maximum of 30 hours per week. The following schedule is suggested: 8:00 a.m. to 12:30 p.m. and 1:00 p.m. to 2:30 p.m..

W-4 FORMS

All workers in the summer enrichment program must have a W-4 form on file in the payroll office before they can be paid.

PERSONNEL (continued)

PAYROLL

Except for the NYC workers, employees will be paid in one sum at the end of the summer session. One payroll will be submitted at the designated time on the calendar.

NYC workers will be paid according to the NYC office schedule. The payroll time forms will be submitted to the NYC office on the 15th and last working day of each month.

SUPPLY TEACHERS

No sick leave is available to personnel working in summer programs. If a teacher is absent for any reason, she is not paid for that time.

In case of illness or emergency, the teacher should call the principal in charge of the building no later than 6:30 a.m.. The principal will then use the regular procedure in obtaining a supply teacher.

SUMMER ENRICHMENT PROGRAM - 1967

NEEDS

1. Children need greater facility in the use of language, both oral and written.
2. Children need experiences that will give them something to talk about and will give meaning to the material they read.
3. Children need experiences in the appreciation of literature, music, art and the natural sciences.
4. Children need experiences which will give them a greater awareness of the community.
5. Children need an opportunity for physical development. (snacks, games, physical fitness.)

OBJECTIVES

1. To help each child increase his reading, listening, and speaking vocabulary.
2. To give him the individual attention that will encourage him to talk, question and draw conclusions.
3. To make reading a pleasant, satisfying experience for each child.
4. To provide each child with the experiences that stimulate curiosity and reaction and give meaning to words.
5. To stimulate children to improve in observing and listening.
6. To provide a variety of pleasant experiences in art, music and physical education.

TENTATIVE BUDGET FOR SUMMER ENRICHMENT - 1967

Salaries:			
1. Teachers ($660 each)			
48 regular classroom	$31,680.00		
14 art and music	9,240.00		
13 teacher-librarians	8,580.00		
		$49,500.00	
2. Nurses (7 - $660 each)		4,620.00	
3. Buildings and Grounds Personnel for Custodian Services (3 hour day @ $2.97 per hour for 33 days)		3,822.39	
4. Teacher assistants (13 - $14.00 per day for 32 days)		5,824.00	
			$63,766.39
Fixed Charges: (Social Security, IPERS)			
1. Teachers (7.9% of salary)		3,910.50	
2. Nurses (7.9% of salary)		364.98	
3. Custodians - Social Security	168.30		
IPERS	133.65	301.95	
4. Teacher assistants		460.10	
			5,037.53
Travel Allowance: (based on maximum of $30.00 per month)			
1. Music consultant-teacher		45.00	
2. Art consultant-teacher		45.00	
3. Consultant-nurse		45.00	
			135.00
Workshop Expense:			
1. 75 teachers at $20.00 each		1,500.00	
2. 7 nurses at $20.00 each		140.00	
3. 13 teacher assistants $14.00		182.00	
4. Honorarium to speaker, Dr. Forrest		25.00	
			1,847.00
Instruction:			
1. Art supplies and equipment		1,243.08	
2. Music supplies and equipment		1,500.00	
3. Regular classroom:			
Consumable supplies -$20 per room		960.00	
Equipment - $15 per building		195.00	
Summer Weekly Readers -(60 copies per bldg.)		390.00	
Kinder-owl Sets (13 sets @ $34.95 each)		454.35	
			4,742.43
Bus Transportation:			
4 buses at $1,000 each (Salary of each bus driver $650; maintenance and repair - $350 per bus)			4,000.00
Custodian Supplies:			
Soap, paper towels, toilet tissue, cleaning supplies, etc.			300.00

Nurse's Supplies:		
Toothbrushes for each child; toothpaste, first aid kits, thermometer, band-aids, etc.		$ 500.00
Petty Cash Fund: $1.50 per child		
(Film, food items for tasting parties or cooking project, picnic, postage, etc.)		1,440.00
Dinner Out: $1.00 per child, for 960 children		960.00
Miscellaneous:		
Paper for Handbooks		100.00
Printing of certificates		40.00
Food:		
1. Milk - 960 pupils 32 days @ 6½¢ per bottle - disposable cartons	$ 1,996.80	
*2. Juice - (to be delivered to buildings)		
a. 48 cases orange @ $2.95 (1 case per class)	141.60	
b. 96 cases pineapple-grapefruit @ $2.95 (2 cases per class)	283.20	
c. 48 cases Hawaiian Punch @ $3.99 (1 case per class)	191.52	
**3. Crackers - 96 cases @ $2.80 (2 cases per class)	268.80	
**4. Wheat wafers - 48 cases @ $5.79 (1 case per class)	277.92	
**5. Cookies - 48 cases @ $3.75 (1 case per class)	180.00	
6. Paper Goods:		
a. Napkins (62 thousand at 57¢ per thousand) packed in cases of 10,000 each 1/2 case per school	35.34	
b. 4 oz. juice cups - 7 cases of 5,000 @ $15.50 per case - 1/2 case per school	108.50	
c. Portion cups (for tasting parties) $2.33 per thousand - 10,000 needed	30.29	
		$ 3,513.97
		$86,382.32

* Prices quoted by Mr. Lutz, Super Valu - Cal Fame' Brand
** Prices quoted by Mr. Rominger, Hoxie Fruit Company

SUGGESTED PLAN FOR THE DAY

8:00 - 8:30 Planning time for teacher

8:30 - 8:45 Washing of hands
Juice and Crackers

8:45 - 9:00 Planning for the day

9:00 - 10:00 Directed art/music/library/help from the nurse

10:00 - 10:30 Oral language involving trip experience or making plans for one.

10:30 - 10:45 (Milk time - recess)

On trip days

10:45 - 12:00 Trip

On non-trip days

10:45 - 11:00 Organized directed games as needed

11:00 - 12:00 Unit study on social studies unit. Involve reading to children, discussion, group summaries, individual projects and construction.

12:00 - 12:20 Planning time for the teacher

FORMS

Parent Application - The letter will be sent home on May 1 and is to be returned on May 11. These applications should be dated on the day they are returned to school.

Acceptance Letter - The acceptance letter should be sent to the parents (date or as soon as the principal makes the decision). This should not be before May 12.

Waiting list notification - The notification that a child has been placed on a waiting list should be sent to the parent as soon as the class decisions have been made.

Form 104 Rev. - This is our regular emergency information form. It should be sent home with the Acceptance Letter and returned on the first day of attendance.

Consent of Parent - This form should accompany the Acceptance Letter and should be returned on the first day of attendance or before the child is allowed to go on any field excursions.

Daily Plans - Each teacher is expected to keep her daily plans on the form provided. These will be turned in at the end of the session to aid in evaluating the program.

Daily Log - The Daily Log form is to be completed each day. The forms will be turned in at the end of the session to aid in evaluating the program.

WEEKLY PROGRESS REPORT -

Evaluation - Each staff member will complete these forms during the last week of the session.

Individual Cumulative Record - A cumulative record will be completed during the last week of the session for each child. This form will be forwarded to the child's school.

Certificate of Attendance - Each child will be presented the certificate on completion of the session (Form 768).

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education

(To be completed by the AAUW Vip in the Summer Enrichment Program)

School ______________________________

Name ______________________________

July 21, 1967

1. Ways in which I helped children and teachers in the summer Enrichment Program are as follows:

2. Comments I would like to make about my job are as follows:

Form D

18

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education

Daily Log

Date____________________

Absences

Reason

Special Observations made about children today.

Books and Materials for our group used today.

Planned activities which were successful today.

Planned activities that were not fruitful today.

Names of visitors in classroom today.

Names of volunteers in classroom today.

Form K

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education

Daily Plans Date________________________

Planned Activities

Trip:

Language Activity:

Library:

Organized Games:

Form L

School

April 1967

Dear Parents,

Again this summer, between the dates June 7 and July 21 there will be a summer enrichment program for children who have completed kindergarten, grade one or grade two.

This is a Federal Program. No fee will be charged. It will be held in your neighborhood school.

Classes will begin each morning at 8:30 and run until 12:00.

Many interesting activities, which include bus trips to various places in Des Moines and work in art and music, have been planned. The school libraries will also be used. This will provide opportunity for him to receive special help and participate in many interesting activities that we are unable to do during the regular school year. We feel that you will want your child to be enrolled.

Because we expect there will be many applicants, it may be necessary for your child's application to be placed on a waiting list. Class size will be limited. Because of this, we urge you to accept only if your child can be with us the entire season.

Please check the items and complete the blanks below and return to your school by Thursday, May 11, 1967.

Child's Name ____
Last First

Present grade ____

School ____

Parent or Guardian's Name ____

Address ______________________________ Phone number ______________

__________________ I would like to have my child enrolled in the summer program.

__________________ I do not want my child to be enrolled in the summer program.

Form N

School

May , 1967

Dear ______________________________,

Congratulations! Your child ______ ___________________________ will have the opportunity to participate in enrichment classes at ____________________ this summer. We know (he, she) will enjoy the trips and interesting activities planned. He should report to room __________ at _____________ a.m. on Wednesday, June . Classes will meet from 8:30 a.m. to 12:00, Monday through Friday thereafter (except July 4) through July 21.

If for any reason your plans have changed and your child will not attend, please let us know immediately as another child from the long waiting list will be happy to take the opening.

Please sign the enclosed form, emergency information, and have your child bring it to school June 8, 1967.

Sincerely,

Principal

Form O

School
May , 1967

Dear ______________________________,

I regret to inform you that ______________________________________
will not attend enrichment classes at ____________________ this summer. Our applications were more than anticipated. However, his name has been placed on the waiting list and if a vacancy occurs I will notify you immediately.

Sincerely,

Principal

Form 2

SCHOOL

CONSENT OF PARENT

Child's name____ Room ______________

I hereby give my consent to permit my child to take walks in the neighborhood and bus trips to places of interest in Des Moines during the Summer Enrichment Program.

DATE ______________________ SIGNED _____________________________________

Parent

Form Q

TARGET AREA SCHOOLS

Report of Summer Enrichment

Enrollment as of May 12, 1967 (Mail May 12 to Sarah Page, 1800 Grand Ave.

*Principal ______________________________

Building _______________________________

Number of applications received to date

Post Kindergarten __________

Post 1st grade ____________

Post 2nd grade ____________

*Principals of parochial schools should mail this report plus the children's application forms to Sarah Page, 1800 Grand Avenue on Friday, May 12, 1967

FORM Y

Pupil's Name________________________ H. R. Teacher________________ Grade ________

DES MOINES PUBLIC SCHOOLS

Supplementary Information to be Used in Case of Emergencies

Emergencies such as sudden illness, injuries, etc., are certain to arise during the course of the school year. It is important, then, for the welfare of the children that the school be able at all times to contact some person who is responsible for a particular pupil. This year, with so many mothers working and thus away from home during the school day, it is more important than ever before for the school to have complete information concerning the people to contact in case of such emergencies. Will you please supply the following information and have your child return this sheet to school at once.

	Name	Home Address	Home Phone No.
Mother			
Father			
Guardian			

	Where Employed	Address	Phone No.
Mother			
Father			
Guardian			

If you do not have a phone, or if your phone is busy, give the name and phone number of a neighbor who would be willing to call you in an emergency.

Name________________________ Phone No.________________

In case the school is unable to contact either parent at home or at work, please list below two relatives or friends who can tell us how to get in touch with you or who would have the authority to advise with us regarding the welfare of your child.

Name	Address	Home Phone No.	Business Phone No.

Doctor to be called at expense of parent________________________

Address________________________ Phone No.________________

(To be called only if parents or some member of family cannot be contacted in the event of an emergency.)

Remarks: Other information that will be helpful in protecting your child. ________________

____

____

____

____

SEVERE WEATHER ALERT or CIVIL DEFENSE EXERCISE

In case of a severe weather alert or in case of a Civil Defense alert, and school is dismissed early, I have instructed my child as follows:

In case I am not home, my child is to go to the home of the person indicated below:

Name of Person ________________ Address________________________

Name of Person ________________ Address________________________

Other instructions: ____

____

____

Signature of Parent ________________________

Form 104 50M 6-66 D. M. Tech Press

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education

(To be completed by the building principals)
This is a composite of the reports made by the Post K - 3 teachers, nurse, librarian.

Principals______________________________

____

____

School ______________________________

July 21, 1967

Composite Enrichment Evaluation
Post K - Post 1st - Post 2nd Graders

1. Final enrollment--Post K
Public________
Parochial______

Post 1st
Public________
Parochial______

Post 2nd
Public________
Parochial______

2. Attendance for the enrichment classes was (erratic, spotty, quite steady on the whole).

	Never	**1-6 times**	**More than 6**
Tardy (number)	______	______	______
Absence (number)	______	______	______

3. The nurse was able to make a total of ___________ home visits in addition to ___________ additional contacts either by phone or when parents came to school.

4. The total circulation of library books checked out by children in the Enrichment Classes was ____________.

5. Additional services performed by the teacher-librarian were as follows:

6. Scheduled bus trips for Enrichment Classes were ___________ in number.

7. As noted by the teachers and other adults responsible for the instructional program the evaluation is as follows:

Form C

	Little Interest	Some Interest	Great Interest
a. Music activities and participation were of ______			
b. Art activities and participation were of ______			
c. The trips and the related activities were of ______			
d. The library experiences were of ______			

8.

	Little Improvement	Some Improvement	Marked Improvement
a. Social relationships with other children showed ______			
b. Social relationships with adults showed ______			
c. Oral language skills showed ______			
d. Listening skills showed ______			
e. Willingness to participate in new experiences showed ______			
f. Persistence in staying with a task showed ______			

9. Children with serious problems

	Little Improvement	Some Improvement	Marked Improvement
a. ______			
b. ______			
c. ______			
d. ______			

10. Parent interest in program was (slight, average, high, not indicated).

11. Number of parents who went on trips, visited classrooms, etc. ________.

12. Number of parents who attended culminating activities ______________.

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education

(To be completed by the Teacher assistant)

School______________________________

Name ______________________________

July 21, 1967

1. Ways in which I helped children and teachers in the summer Enrichment Program are as follows:

2. Comments I would like to make about my job are as follows:

Form E

25

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education

(To be completed by the nurse at each building she serves.)

School ______________________________

Name ________________________________

July 21, 1967

1. Number of home calls made ___________ Post K ________ Post 1 ____ Post 2 ________

2. Other contacts made by phone calls or conferences at school ____________.

3. Other services performed were as follows:

Medical: ____

Dental: ____

Vision checks made: _________________________________

____

Corrections: ____

____

Classroom contacts: __________________________________

Letter and notes written to parents _________________

____

4. Recommendations that I would like to make about the program if it is in operation during the summer of 1968 are as follows:

____

____

____

____

____

____

____

____

Form F

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education

(To be completed by the teacher-librarian)

Name ______________________________

School ______________________________

July 21, 1967

1. Total number of books checked out by Post K __________ Post 1st Graders __________ and Post 2nd Graders __________.

2. Activities which I carried on in the library and which I felt were most fruitful for children were as follows:

3. Films, records, books, etc. that I used which were of highest interest to children are listed below:

4. Additional services performed were as follows:

5. Recommendations I would like to make about this program are as follows:

Form G

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education

(To be completed by the classroom teachers)

School ______________________

Name ______________________

Position ______________________

July 21, 1967

1. Check in the appropriate space the trips which your group took:

		Excellent	Average	Poor
1.	Homes			
	Trip through the neighborhood			
	Model home			
	Modern apartment			
	Motel			
	Hotel			
	Governor's mansion			
	Housing areas-construction			
2.	YMCA			
3.	Department store			
4.	Branch post office			
5.	Capitol Building and grounds			
6.	Fire station (unit not taught)			
7.	Historical Building			
8.	Westside Branch Library for story hour			
9.	Bookmobile			
10.	Auditorium			
11.	Shopping Center			
12.	Picnic in the park			
13.	Television station			
14.	Tour of the city			
15.	Main Library			
16.	Airport			
17.	Zoo			
18.	City greenhouse			
19.	Art Center			
20.	City parks			
21.	Pet shop			
22.	Animal Rescue League			
23.	Salisbury House			
24.	Other schools			
25.	Classes in session in schools which have enrichment programs			
26.	Party between schools			
27.	Culminating interschool activities			
28.	Summer music programs in Junior and Senior high--Lincoln, North			
29.	Junior and senior art classes at Lincoln & North			

Form H

2. Ways in which the teacher assistant was most helpful to me were as follows:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

3. Ways in which the AAUW worker was helpful to my class were as follows:

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

4. Ways in which the nurse was most helpful to my class were as follows:

a. ______________________________

b. ______________________________

c. ______________________________

5. The number of visitors other than parents who came to my room were __________.

6. Recommendations I would like to make about the program, if such a program is in operation during the summer of 1968 are as follows:

7. Ways I would like to recommend that teachers in the program receive additional help from administration another year are as follows:

29

8. Ways I found successful of involving parents in the program are as follows:
(Example: phone calls, letters, etc.)

9. Culminating activities which worked well for my class were:

10. Ways which I used for making trips successful were:

11. Materials that might be added another year to enhance the program.

DES MOINES PUBLIC SCHOOLS
Department of Art Education

Evaluation of the Summer Federal Enrichment Art Program, 1967

School______________________________

Art Teacher______________________________

Please evaluate the child after the first week and the sixth week. Through art, children discover their world and all that is in it. They explore and experiment. They envision their ideas. They select. They organize. They solve. They project. Art is a way of learning, therefore we want these children to have enriching experiences.

General evaluation of the aims of the program are:

	Little Improvement 1	Little Improvement 2	Some Improvement 1	Some Improvement 2	Marked Improvement 1	Marked Improvement 2
a. To provide motivating and enriching experiences that will promote the growth and the creative ability in children.						
b. To develop in the child an awareness of the world around him through his sense of seeing, feeling and hearing.						
c. To help children understand, what is art?						
d. To emphasize the value of art for everyone.						
e. To provide the child with an opportunity to develop physical and mental skills.						

Creativity cannot be measured. A child gives his whole self to his work and in giving much, he receives much more. Who can measure his emotional growth? Who can say what has happened to his personality? Who can estimate the sense of achievement and satisfaction he has received? These are the things that result when a child creates. When these things have happened, who can deny that art has fulfilled its purpose to education and to the child.

Form J

Teacher's evaluation of Summer Federal Art Program at end of 6 weeks.

Please list activities undertaken this summer.

Grade 1	Grade 2	Grade 3

Star* the activities that were most successful.

What would you recommend for summer 1968 if a similar program is planned?

What do you recommend as length of class time for art?____________________

What is your reaction to the team teaching situation?____________________

Comment.____________________

Was the pre in-service beneficial?____________________

Suggestions for improvement.

Have your supplies and equipment been adequate?____________________

What would you recommend as to kinds and quantities of supplies?____________________

____

Was the coordinator helpful?____________________

Comment____________________

Were the books used primarily for motivation and inspiration adequate?____________________

Comment____________________

Were the filmstrips adequate?____________________

Comment____________________

Number of visitors to your room?__________

Comments____________________

Please add any other personal comment or evaluation you wish or remarks of the children.

School ____________________

Teacher ____________________

Evaluation of the Summer Enrichment Music Program, 1967

The philosophy which has guided our Summer Enrichment Music Program has been one which uses music as a means by which children can grow and develop physically, intellectually, socially and emotionally. Music, then, has been a means rather than an end in itself.

To achieve this goal, the following principles have guided our efforts.

	Little Improvement	Some Improvement	Marked Improvement
1. Music can effect a change in behavior.			
a. Active and cooperative participation in group activities.			
b. Growth and development of the necessary self-disciplines for becoming an acceptable member of the group.			
c. Sufficient self-confidence to attempt individual interpretations.			
2. Plans for growth and enrichment are based on existing attitudes and skills.			
a. Basic rhythmic activities (i.e. marching, walking, skipping, galloping, hopping, etc.)			
b. Creative rhythmic interpretations.			
c. Interpretative expression (i.e. Dance-a-Story; action and motion songs.)			
d. Tone Matching (helping children find their singing voices)			
e. Listening Activities (quiet listening, music and story)			
f. Instrumental Activities (xylophones, sound effects, rhythmic accompaniments)			

3. Since all early experiences with music affect attitudes and interest in later years, has the stress and growth been on the development of good attitudes and lively interest in musical activities, rather than on the skills themselves? ____________________

Form I

4. Child interest, understanding, and need are the bases for selecting or rejecting the materials provided:

	Little Interest	Some Interest	Marked Interest
a. **Books:**			
The Swapping Boy; Langstaff			
Old Dan Tucker; Langstaff			
Over in the Meadow; Langstaff			
Frog Went a'Courting; Langstaff			
Stories that Sing			
Timothy's Tunes			
Let's Imagine Sounds			
Singing Fun			
More Singing Fun			
Let's Sing and Play			
Lullabies and Night Songs			
Ginn:			
Our Singing World			
Kdgn Book			
First Grade Book			
Singing on Our Way			
Ginn: Magic of Music			
Kdgn Book			
First Grade Book			
Rhythms and Rimes			
New Golden Song Books			
Invitation to Rhythm (Resource Book)			
Creative Rhythmic Movement for Children (Resource Book)			
Music for Exceptional Children *(Resource Book)*			
b. **Recordings:**			
Sing 'N' Do Song, Album I			
Manners Can Be Fun			
Children's Record Guild:			
My Playful Scarf			
My Playmate the Wind			
Little Indian Drum			
Three Little Trains			
The Little Puppet			
The Carrot Seed			
Out of Doors			
Little Red Wagon			
Indoors When it Rains			
When the Sun Shines			
Everyday We Grow I-O (2 records)			
Do This, Do That			
Visit to My Little Friend			
Nothing To Do			

	Little Interest	Some Interest	Marked Interest
Dance-A-Story:			
Little Duck			
Noah's Ark			
Magic Mountain			
Values-Making Decisions			
Perri			
Dumbo			
Bambi			
Mary Poppins			
Babes in Toyland			
101 Dalmations			
Song Dramatizations for children			
Phoebe James Creative Animal Rhythms			
Childhood Rhythms			
Finger Play			
Lummi Sticks and Record			
Estamae's Toy Shop			
Folk Dances (4 records)			
c. Other materials used:			
Richards: Threshold of Music Charts			
Scarves			
Balloons			
Jumping Ropes			
Balls			
8-tone zylophone			
Resonator Bells			
Rhythm Band instruments			
Record player			
Piano			
Tape recorder			

5. Summary of activities undertaken this summer--list failures as well as successes:

6. If a similar program is planned for the summer of 1968, I would like to make the following recommendations:

SCOPE AND SEQUENCE OF MUSIC CURRICULUM

Kindergarten

Singing

- Present Rote Songs
- Use Tone-Matching Games
  - Help find singing voice
- Develop Sensitivity to Pitch Levels
- Sing with Light Tone Quality

Listening

- Listen to and Imitate Melodic and Rhythmic Patterns
- Develop Good Listening Habits
- Listen to Music of Good Quality

Playing

- Play Instruments to Emphasize Basic Pulse
- Play Instruments to Help Discriminate Between High and Low Pitches
- Play Instruments to Express Moods of Music

Reading

- Build Concepts of Tonal Imagery; High-Low Melody Ascending or Descending

Rhythmic

- Discover Basic Pulse
- Master Basic Rhythmic Bodily Movements in Response to Music
- Create Dramatization based on Rhythm

Grade One

Singing

- Present Rote Songs
- Improve Tone Quality and Diction
- Continue Effort to Find Singing Voice
- Stress Singing by Phrase

Listening

- Develop a Listening Repertoire of many kinds of music
- Listen to and Imitate Melodic Rhythmic Patterns
- Become Aware of Key Tone
- Note Contrasts of Sounds of Different Instruments

Reading

- Recognize Scale Passages by Sound and by the term by sight
- Build readiness for Reading Rhythm by Physical Response
- Develop Left to Right Eye Movement in following Melodic Line

Rhythmic

- Discover Music Moves in 2's & 3's
- Continue the Mastery of Basic Rhythmic Bodily Response to Music
- Become Aware of Obvious Repeated Patterns
- Create Movements to Express Mood and Meter

Grade One (Cont.)

Playing
- Play Simple Tonal Patterns on Melody Bells by Ear, by Number and Blank Notation
- Play Instruments to Show Same and Different Phrases
- Play Instruments to Emphasize Basic Pulse

Grade Two

Singing
- Continue Individual Response
- Stress Singing by Phrases
- Improve Quality of Tone and Diction

Listening
- Become Aware of Key Tone, Major and Minor
- Note Contrasts of Sounds Produced by Different Instruments
- Recognize a Phrase by Sounds

Playing
- Play Melodic Fragments by Ear and Scale Number on the Bells
- Play rhythm Patterns as Accompaniment

Reading
- Hear and See Melodic Direction
- Begin Guided Observation, Rote to Note

Rhythmic
- Master Basic Rhythmic Movement
- Become Aware of Obvious Repeated Patterns
- Recognize Quarter and Eighth Notes
- Develop Eye-Ear Concepts

MUSIC CURRICULUM

The curriculum for the music program will be basically a continuation of the regular academic year. The following is an indication of the materials and methods used to achieve desired outcomes.

I. Physical Response to Music

  A. The proper accompaniment of recordings, rhythm instruments or piano should be used as the basis for the following rhythmic activities:

    1. Basic activities to develop rhythm, body balance and coordination

      a. Marching
      b. Walking
      c. Skipping
      d. Jumping
      e. Galloping
      f. Hopping
      g. Tiptoeing
      h. Leaping

    2. Activities to develop rhythm and loco-motor skills

      a. Jumping rope
      b. Bouncing a ball
      c. Exercises

    3. Activities to develop creative and interpretive expression

      a. Dancing with scarves
      b. Dancing with balloons
      c. Folk dancing
      d. Dramatization
        (1) Songs
        (2) Stories
        (3) Recordings
      e. Rhythm band
      f. Imitation play
        (1) Various animals
      g. Chanting rhymes or poetry in rhythm

II. Singing Activities

  A. Seasonal songs
  B. Fun Songs
  C. Art Songs
  D. Singing Games
  E. Activity or motion songs
  F. Patriotic Songs
  G. Tone-matching Games

III. Listening Activities

A. Every musical activity is a listening activity. In addition to the above:

1. Quiet listening
2. Combination of music and a story
3. Music that tells a story
4. Descriptive music

IV. Instrumental Activities

A. Simple tunes on the Xylophone
B. Simple tunes on resonator bells
C. Rhythm instruments

1. In band
2. As sound effects in songs
3. As rhythmic accompaniment to songs

V. Materials Needed

A. Many of the materials needed are already in schools. In time we hope to provide a separate set of materials for the summer session. The music department will work with each principal to see that adequate materials are available. The following list represents equipment that each summer school music room should have.

1. Piano
2. Record Player
3. Tape Recorder
4. Rhythm Band Set
5. Resonator Bells
6. 8-tone xylophone (as used in 1st grade)
7. 2-balls
8. Jumping Ropes
9. Teacher's books for supplementary series, K thru 2 (other than Ginn)
10. Recordings (exact number and type to be established)

B. In addition to those materials that are probably in most schools, the following materials should be added:

1. Heavy balloons
2. Materials for scarves
3. Resource books for the teacher

PLANNING TIME

Each teacher is expected to do board planning daily. This should be done with children. Children should be encouraged to talk in complete sentences when they make their contributions to the plans for the day. The teacher should be alert to including all children in the planning time.

UNIT PLANNING

Units of study should be built around the schedule of field trips. This can be one large unit of study which lasts throughout the summer or it can be several smaller units. Planning units will lend continuity to your program and alleviate the "hit-or-miss" approach.

A ready example of unit planning is the trip to the zoo. A study of animals could be initiated at this time. Reading, writing, music, art, and library activities could easily be correlated as a part of an animal unit. This will involve teachers planning together on a building level.

PLANNING SUMMER TRIPS

A successful field trip can be a pleasant learning experience if proper planning precedes the trip.

Before the trip

A. Purposes to develop with children
    1. Why are we going?
    2. What should be the center of attention?
    3. What should we know before we go?
    4. What will we do with the information after we return?

B. Standards of behavior to develop with children
    1. What do we need to remember while we are on the bus?
        a. Sit in the seat.
        b. Talk quietly with your partner.
        c. Listen carefully for directions from the driver or your teacher.

    2. What do we need to remember when we are visiting the library? (park, zoo, Art Center, etc.)
        a. Wait until your teacher gives you directions to get on and off the bus.
        b. Listen carefully to the guide.
        c. Walk quietly inside buildings.
        d. Ask questions about things you don't understand. Remember to talk one at a time.
        e. Thank your guide.

PLANNING SUMMER TRIPS (continued)

C. What questions will probably be answered from the trip?
   1.
   2.

D. Does each child have a signed Consent of Parent sheet?

After the trip

A. Review standards set up for the trip.

B. Follow-up activities
   1. Answer questions set up before the trip.
   2. Write a group story.
   3. Draw pictures of the trip.
   4. Write stories and draw pictures for individual booklets.
   5. Make a mural.
   6. Make a movie.
   7. Write thank-you notes.

TEACHER-LIBRARIAN

SUGGESTED LIBRARY-TEACHER DUTIES

1. Keep individual card record for each child of materials checked out of the library for home use. These will be needed at the end of the summer for evaluation.
2. Read to children
3. Direct story dramatization
4. Use library filmstrips - be selective
5. Use records with children - be selective
6. Be responsible for lost books
7. Be responsible for care of library
8. Find books for teachers in their work
9. Have puppet theatre
10. Plan with the classroom teacher kinds of books to read to children in relation to the on-going units of work.
11. Plan interesting ways for children to review stories they have read themselves. For example have them tell through use of puppets one interesting event in one book they've read themselves.
12. Make a movie of interesting books read by a class. Let each child tape record 3 or 4 well-spoken sentences about his movie.
13. Teach finger plays. Use the finger play manual in each first grade classroom. Also teach finger plays as suggested on sheets that follow.
14. Read and teach by rote suitable poetry selected from the Arbuthnot Anthology found in each library.
15. Have children make bookmarks. Bookmarks made of scrap material may keep records of library reading. For example, kites may be made out of fabric pasted on cardboard. As books are read bits of yarn may become the tail. Various colors may denote types of books enjoyed.
16. Mobiles may be used to show reading records. Animals such as butterflies, birds, or fish are attached as books are read.
17. Toy telephones may be employed to "tell" another classmate about a book.
18. After reading an interesting short story, the story may be retold by having the children seated in a circle. Give one child a hand puppet. Have him begin retelling the story and manipulating the puppet as he narrates. At a sign from the teacher he gives the puppet to the next child who continues the story. The puppet may or may not represent a story character.

Teacher-Librarian (Cont.)

Suggested books for reading aloud:

Leone Adelson	All Ready for Summer
Clarence Anderson	Billy and Blaze stories
Laura Bannon	Little Sister Doll
Jerrold Beim	Smallest Boy in the Class
	Too Many Sisters
Ludwig Bemelmans	Madeline stories
Claire Bishop	The Five Chinese Brothers
Devorah Boxer	26 Ways to be Somebody Else
Marcia Brown	Stone Soup
	Cinderella
Jean de Brunhof	Barbar stories
Virginia Lee Burton	Mike Mulligan and his Steam Shovel
	The Little House
Rebecca Caudill	A Pocketful of Cricket
Alice Dalgliesh	The Bears on Hemlock Mountain
James Daugherty	Andy and the Lion
Marguerite de Angeli	Yonie Wondernose
Ingri and Edgar Parin d'Aulaire	Ola
	Don't Count Your Chicks
Wesley Dennis	Flip stories
Roger Duvosin	Petunia stories
Fritz Eichenberg	Ape in a Cape
Louise Fatio	Happy Lion
Marjorie Flack	Story About Ping
	Angus and the Ducks
	Ask Mr. Bear
Wanga Gag	Millions of Cats
Hardie Gramatky	Little Toot
	Hercules
Elizabeth Guilfoile	Nobody Listens to Andrew
Sesyle Joslin	What Do You Say, Dear
	What Do You Do,Dear
Virginia Kahl	The Duchess Bakes a Cake
Ezra Jack Keats	Whistle for Willie
	Jennie's Hat
Ruth Kraus	A Hole is to Dig
	I, Mouse
John Langstaff	A Frog Went A'Courtin'
Munro Leaf	Manners Can Be Fun
	Story of Ferdinand the Bull
Lois Lenski	The Little Train
	The Little Farm (and other "Little" books)
	On A Summer Day
	I Went For A Walk
William Lipkind	Finders Keepers
	Two Reds
Robert McCloskey	Make Way For Ducklings
	Blueberries for Sal
	One Morning in Maine
	Time of Wonder
	Lentil

Bruno Munari	Bruno Munari's A, B, C
Claire Newberry	April's Kittens
	The Kitten's A B C
Tony Palazzo	Susie the Cat
Leo Politi	Little Leo
	Song of the Swallows
Beatriz Potter	Peter Rabbit Stories
H. A. Rey	Curious George stories
Dr. Seuss	And To Think That I Saw It On Mulberry St.
	MC Elligot's Pool
	Horton Hatches the Egg
	Dr. Seuss's A B C
Paul Showers	The Listening Walk
Louis Slobodkin	Magic Michael
	Friendly Animals
Alvin Tresselt	Rain Drop Splash
	Hide and Seek Fog
Jack Tworkov	The Camel Who Took A Walk
Janice Udry	A Tree Is Nice
	Let's Be Enemies
Lynd Ward	Biggest Bear
Leonard Weisgard	Little Island
Brian Wildsmith	Brian Wildsmith's A B C
Taro Yashima	Youngest One
	Umbrella
	Momo's Kitten
Gene Zion	Harry the Dirty Dog

FINGER-PLAYS

Five Little Mice

Five Little mice come out to play,	(Fingers of right hand run out.)
Gathering crumbs along the way.	(Fingers stop once in a while, then continue to move.)
Out comes a pussy cat,	(Close three middle fingers of left hand and raise thumb and little finger for ears.)
Slick and fat.	
Four little mice	(Tuck thumb of right hand under and let other four fingers run back.)
Go scampering back.	

Little Turtle

There was a little turtle,	(Make small circle.)
He lived in a box,	(Cup hands to make box.)
He swam in a puddle,	(Swimming motion.)
He climbed on the rocks.	(Climbing motion with hands.)
He snapped at a mosquito,	(Snap with thumb and forefinger.)
He snapped at a flea.	
He snapped at a minnow,	
He snapped at me.	(Turn hand toward self and snap.)
He caught the mosquito,	(Catching motion.)
He caught the flea.	
He caught the minnow,	
But he didn't catch me.	(Shake head - No!).

Puppy Dogs

Five little puppy dogs	(Use fingers and bend down as they are mentioned.)
In a kennel door,	
One didn't like the crowd,	
Then there were four.	
Four little puppy dogs	
Running around the tree,	
Mother calls one puppy home,	
Then there were three.	
Three little puppy dogs	
Playing with a shoe,	
Foxy ran to chase a cat	
Then there were two.	

The Squirrel

Whisky, frisky, (Bend elbow to make tree, hop one finger up arm.)
Hoppity hop,
Up he goes
To the tree top!

Whirly, twirly, (Twirl finger, run down arm.)
Round and round,
Down he scampers
To the ground.

Furly, curly, (Make tail with left hand and arm, stroke with right hand.)
What a tail!
Tall as a feather
Broad as a sail!

Where's his supper? (Cup hands.)
In the shell.
Snappity, crackity, (Open hands at bottom.)
out it fell.

Five Little Ducks

Five little ducks
swimming in a lake. (Make swimming motions.)
The first one said:
"Watch the waves I make."
The second duck said:
"Swimming is such fun."
The third duck said:
"I'd rather sit in the sun."
The fourth duck said:
"Let's swim away."
The fifth duck said:
"Oh, let's stay."
Then along came a motor boat
With a POP, POP, POP! (Clap hands three times.)
And five little ducks
Swam away from the spot. (Make rapid swimming motions.)

Ten Little Soldiers

Ten little soldiers standing in a row. (Hold both hands up, fingers apart.)
When they see the captain,
They bow just so. (Bend fingers at second joint.)
They march to the left, (Move them to the left.)
And they march to the right, (Move them to the right.)
And then they shut their eyes, (Shut eyes and place head on hands made to form a pillow.)
And they sleep all night..

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A Bird Story

A father and mother bird	(Hold up first 2 fingers of right hand.)
Lived in a tree.	
In their nest were babies-	(Hold up 3 fingers of left hand.)
One, two, and three.	
The parent birds fed them	(Hold up 2 fingers of right hand.)
All day long,	
And soon the babies	(Hold up 3 fingers of left hand.)
Were big and strong.	
They fluttered down	(Move 3 fingers as if fluttering
From the nest one day,	
And hid in some bushes	(Move 3 fingers as if running along the ground.)
Not far away.	
The father bird saw	(Move thumb of right hand slowly.)
A cat creep by.	
He cried: "My children,	
You'll have to fly!	
You needn't be fearful,	(Move father-bird finger and 3 baby-bird fingers upward.)
Just follow me!"	
And off they flew	(Same)
To their nest in the tree.	

Helping Mother

I help my mother.	
I sweep the floor.	(Pretend to sweep.)
I dust the table.	(Circular motion with one hand.)
I run to the store.	(Run with fingers.)
I help her beat the eggs,	(Make small circles.)
And sift flour for cake.	(Shake one hand back and forth.)
Then I help her eat	(Pretend to eat.)
All the good things she makes.	

Swing

How do you like to go up	(Pretend to swing, moving arms and body back and forth.)
In a swing,	
Up in the air so blue?	
Oh, I do think	
It the pleasantest thing	
Ever a child can do!	

Up in the air and over the wall	(Shade eyes and look over the landscape.)
Till I can see so wide,	
Rivers and trees and cattle and all	
Over the countryside---	

Till I look down on the garden green,	
Down on the roof so brown---	
Up in the air I go flying again,	(Repeat motions of stanza one.)
Up in the air and down!	

Finger Family

(Point to each finger as mentioned
then march it away.)

Where is Thumbkin? Where is Thumbkin?
Here I am, here I am.
How are you to-day?
Very well, thank you.
Go away, go away.

Where is Pointer? Where is Pointer?
Here I am, here I am.
How are you to-day?
Very well, thank you.
Go away, go away.

Where is Tall Man? Where is Tall Man?
Here I am, here I am.
How are you to-day?
Very well, thank you.
Go away, go away.

Where is Ring Man? Where is Ring Man?
Here I am, here I am.
How are you to-day?
Very well, thank you.
Go away, go away.

Where is Small Man? Where is Small Man?
Here I am, here I am.
How are you to-day?
Very well, thank you.
Go away, go away.

Taken from Rhymes for Fingers and Flannelboards, Webster Division, McGraw-Hill, Inc.

For children who are six or seven, use six or seven candles rather than five. Flannelboard materials needed are a cake and seven candles.

My birthday cake is pink and white;
(Make a circle with arms.

The lighted candles make it bright;
1, 2, 3, 4, 5 pink candles!
(Hold up fingers one by one to represent candles)

What a pretty sight!

This poem may be used for a reading lesson with second and third grades.

Riding the Merry-Go-Round

Ride with me on the merry-go-round,
Around and around and around;
(Move one hand in circles.

Up go the horses, up!
(Raise arms in the air.)

Down go the horses, down!
(Lower arms.)

You ride a horse that is white;
(Point to neighbor.)

I ride a horse that is brown;
(Point to self.)

Up and down on the merry-go-round,
(Raise and lower arms; then move one hand in circles.)

Our horses go round and round

The Airplane

The airplane has great big wings;
  (Arms outstretched.)

Its propeller spins around and sings,
  (Make one arm go around.

"Vvvvvv!"
The airplane goes up;
  (Lift arms)

The airplane goes down:
  (Lower arms)

The airplane flies high
  (Arms outstretched, turn body around.

Over our town.

Flannelboard materials needed are a doghouse, a dog bed, a pan, a dog collar, and a stick.

Frisky's Doghouse

This is Frisky's doghouse;
  (Pointer fingers touch to make a roof.)

This is Frisky's bed;
  (Motion of smoothing.)

Here is Frisky's pan of milk
  (Cup hands.)

So that he can be fed.
Frisky has a collar
  (Circle neck with fingers.)

With his name upon it, too;
Take a stick and throw it,
  (Motion of throwing.)

And he'll bring it back to you.
  (Clap once.)

Three Little Nickels

Three little nickels in a pocketbook new;
(Hold up three fingers.)

One bought a peppermint, and then there were two.
(Bend down one finger.)

Two little nickels; before the day was done,
One bought an ice-cream cone, and then there was one.
(Bend down another finger.)

One little nickel; I heard it plainly say,
"I'm going into the piggy bank for a rainy day!"

This poem is excellent to use as motivation for creative dramatics involving manners and courtesy.

Someone Is Knocking

Someone is knocking, one, two, three;
(Give three knocks.)

Someone is knocking. Who can it be?
Who has come to call upon me?
(Motion of opening door.)

Why, good morning, Mrs. Brown;
(Motion of shaking hands.)

I didn't know that you were in town!
What a lovely, lovely gown!
(Hands spread apart.)

Here's a chair. Won't you sit down?
(Indicate a chair.)

I'm glad you came to call upon me;
Will you have a cup of tea?
(Extend one cupped hand.)

Flannelboard figures needed are ten frogs.

Ten Little Froggies

Ten little froggies were swimming in a pool;
(Hold up ten fingers.)

This little froggie said, "Let's go to school!"
(Point to thumb.)

This little froggie said, "Oh, yes! Let's go!"
(Point to pointer finger.)

This little froggie said, "We'll sit in a row."
(Point to middle finger.)

This little froggie said, "We'll learn to read."
(Point to ring finger.)

This little froggie said, "Yes, yes, indeed."
(Point to little finger.)

This little froggie said, "We'll learn to write."
(Point to other thumb.)

This little froggie said, "We'll try with all our might."
(Point to pointer finger.)

This little froggie said, "We will draw and sing."
(Point to middle finger.)

This little froggie said, "We'll learn EVERYTHING!"
(Point to ring finger.)

This little froggie said, "Then after school,
(Point to little finger.)

We'll come back here and swim in our pool."

Rhymes for Fingers and Flannelboards (Cont.)

Draw A Cirlce

Draw a circle, draw a circle,
Round as can be;
(Draw a circle in the air with pointer finger.)

Draw a circle, draw a circle
Just for me.

Draw a square, draw a square,
(Draw a square in the air.)

Shaped like a door;
Draw a square, draw a square
With corners four.

Draw a triangle, draw a triangle
(Draw a triangle in the air.)

With corners three;
Draw a triangle, draw a triangle
Just for me.

This finger play helps to teach the concepts of small and large. Let children draw balloons and color them. Have kindergarten children draw circles in the air with you. This activity will help prepare them for the round strokes they will get later in manuscript writing.

My Balloon

Here I have a new balloon.
(Make circle with thumb and pointer finger.)

Help me while I blow;
Small at first, then bigger,
(Make circle with thumbs and pointer fingers.)

Watch it grow and grow.
(Make circle with arms.)

Do you think it is big enough?
Maybe I should stop;
For if I give another blow,
My balloon will surely POP!
(Clap hands.)

READING

1. Kin-der Owl set of books will be used in all schools with post-kindergarten children. A manual is provided with these books.

2. Little Owl books and Young Owl books are available in each building. Use the manual for suggested activities.

3. Summer Weekly Readers will be provided for each classroom.

4. Plan an individualized reading period of 15 to 20 minutes each day when children read books at their reading level. Perhaps the large group could be divided into two groups of 10. One of the groups of 10 might go to the library at this time. This is not a reading class as such. Rather it is a quiet individualized type of reading program. The teacher should circulate about the room stopping to:

    a. Talk with the child about the book.
    b. Have the child read a short excerpt aloud.
    c. Have the child tell something about the book.
    d. Work with the child so that he could introduce the book to other children in the class.
    e. Encourage two children to read to each other from time to time.

5. Use the SRA primary edition for group work on beginning sounds and blends.

6. Use the record player with listening stations. Use story records.

7. Play games with words:

    a. Word lotto
    b. Musical chairs with vocabulary words
    c. Matching sounds games
    d. Scott, Foresman Rolling Readers

8. Activities with books might include:

    a. Make posters of favorite books.
    b. Make characters to use on the flannel board. Tell stories about them.
    c. Design book marks.
    d. Make shoe box dioramas of favorite scenes from books.
    e. Make hand puppets and use them to enact a scene from the book.
    f. Make clay figures of book characters.
    g. Make stick puppets.
    h. Write group riddles about books.
    i. Make a class movie of a favorite story.
    j. Make a display of book jackets.
    k. Write a group poem about books.

LISTENING

1. Listen for sounds around the building, around the lawn, down the street, etc.
2. Give practice in following directions. Begin with one simple direction.
   Increase gradually.
   Stand up.
   Stand up. Put your chair up to the table.
   Stand up. Put your chair up to the table. Walk to the door.
   Stand up. Put your chair up to the table. Walk to the door. Turn around.
3. Give practice in listening for sequence. Read a paragraph with four directions. in it. Have children listen and do the activities in exact order. Knock twice on the window near the radiator. Next pick up the paper by the wastebasket. Then set up the book on the library table. Last of all find the chalk under the eraser on the chalk tray.
4. Give practice in listening to solve riddles. Compose riddles about some objects from your unit of study.
5. Listen for word meanings. Read aloud a paragraph or sentences which have words that mean "go" or "move from one place to another." As you read each sentence, stop and ask which words mean the same thing as "go."
   The catepillar inched along the ground.
   A measuring worm humped over the grass like a thread crawling.
6. Dramatize the action suggested by a paragraph. Read a short paragraph aloud. Direct children to listen carefully and then pretend to be the animal described. A lion paced slowly back and forth in its cage. Suddenly he stopped stock-still and listened. Then he sniffed the air. Then he gave a low growl and lay down on the floor of his cage.
7. Select a poem or paragraph with a colorful character or scene. Read aloud. Do not show pictures. Ask the children to make a quick crayon drawing being sure to include what was in the poem or paragraph.
8. Listen for three ideas and then incorporate them into original oral stories. Give children three ideas: (1) a busy day; (2) a happy day; (3) a funny happening.
   (1) in fairyland; (2) a sad elf; (3) a little blue cap.
   As stories are told, other children should listen for the three ideas in the stories.
9. Give practice in listening carefully to increase memory. The children close their eyes while the teacher bounces the ball a certain number of times. The child who has the correct number may have the next turn to bounce the ball.
10. Give practice in listening to recognize word beginnings. The teacher directs the children to listen for words that begin like ______________. Use a word that begins with a single consonant such as mother. The children are directed to clap their hands each time they hear the beginning sound.

WRITTEN LANGUAGE ACTIVITIES

Post-Kindergarten

1. Write a daily diary on the board.
2. Write experience charts.
3. Write group stories.

Post-first and second grades

1. Children should use the blackboard often for story writing.
2. Write thank-you notes.
3. Make a movie of a trip. Use captions that children write.
4. Write stories of trips. Collect into booklets.
5. Write invitations to mothers to come to school, go on trips, etc.
6. Do group work on stories. Do a story a day and collect the stories into booklets.
7. Write a newspaper.

School News
Home News
Weather News

Use an easel or a bulletin board to hold the daily news stories

CULMINATING ACTIVITY

1. Plan to have a culminating activity at the end of the summer program. Do before the last day of school.
2. Invite parents.
3. Have children plan a party for parents--crackers, punch, etc.

NURSE

Each teacher should allow 20 minutes in her schedule for health teaching by the nurse on days that the nurse is in the building.

PHYSICAL ACTIVITIES

Many children who have difficulty in learning to read are found to have perceptual problems. When the child learns to consciously use the muscles of his body in a coordinated way he is provided with patterns of behavior which enable him to respond appropriately to outside stimuli. This behavior is the foundation of perceptual skills. Summer school physical experiences can be enriching if the teacher plans activities which will help each child grow in the skills that he needs.

Suggested activities:

1. Throwing-Underhand and overhand
2. Catching
3. Stunts
4. Rope jumping
5. Room relays
6. Hopping and jumping games
7. Ball games and ball relays
8. Playing jacks
9. Playing marbles
10. Walking the beam--forward, backward, etc.
11. Stunts on the jungle gym.

All the above activities are listed in the Physical Education Curriculum Guide except "Jacks."

The amount of time spent on physical activities will depend on the needs of the group and the program of the day's work. It is thought however that activities of this nature will take the place of recess or free play.

ARITHMETIC ACTIVITIES

Arithmetic in the summer enrichment classes should not be in a formal setting. Rather it should be a part of each day's experience in the form of a game and/or related activity in connection with the social studies, art, music or language program.

It is suggested that each teacher incorporate the following arithmetic experiences in the summer enrichment classes.

Measurement and Time

1. Review and/or teach time--hour and half hour. This can be done relative to planning for the day.
    a. Time to be at school
    b. Time for snack
    c. Time for bus trip
    d. Time for dismissal
    e. Time for supervised and organized play

2. Keep calendar and temperature
    a. Discuss days of week
    b. Learn months and sequence
    c. Record temperature
    d. Teach year

3. Teach one to one correspondence
    a. When snack items are distributed
    b. When supplies are distributed
    c. When supplies are collected (scissors, rulers, paste brushes, paint brushes)
    d. When chairs are assembled for planning time
    e. When roll call is taken

4. Teach measurement in terms of:
    a. Distance the bus travels to take children on round trip jaunts.
    b. Blocks children walk to school
        1. Make neighborhood map showing location of homes.
    c. Measurement of paper used in construction of scrapbooks, composite and individual booklets.
    d. Children's own heights
    e. Children's own weights

5. Review
    a. House numbers
    b. Telephone numbers

ARITHMETIC ACTIVITIES

Jack and the Beanstalk

Draw a beanstalk, clouds and a giant on chalkboard. The leaves may contain number combinations. A child (Jack) climbs the beanstalk by saying combinations correctly all the way up the beanstalk. He may shoot the giant with pointer when he reaches the tip and then see how fast he can come down the beanstalk.

Catching Rabbits

Draw circle rabbits on chalkboard or make from paper and prop on chalk tray. Put combinations on the rabbits. Teacher or pupil teacher points to rabbits as another gives response and "catches" the rabbit.

Let's all Answer

Each child has oak tag card, 3" x 3" with numberals from 1 to 10 on them. These are kept in a folder of oak tag. The folder is 10" x 6". When 1" is folded up from the bottom to form a pocket and the container is folded, the measurements are 5" x 5". When a teacher, or a pupil acting as a teacher, show a number flash card, the pupils give the answer by taking out the right card. This enables all to answer. It is a quiet game

Chalk in Boxes

Teacher has several empty boxes (chalk box size) and seven or so pieces of chalk. The teacher audibly places chalk in box or boxes held behind her back and youngsters devise possible combinations to explain what is in the boxes.

Parking Lot

Two numbers placed on toy car. Toy car is then parked in parking lot stall with number corresponding to sum of numbers.

Number lines

Walk on number lines, can be constructed from tiling and from oilcloth. Children can call a number and choose another to stand on it.

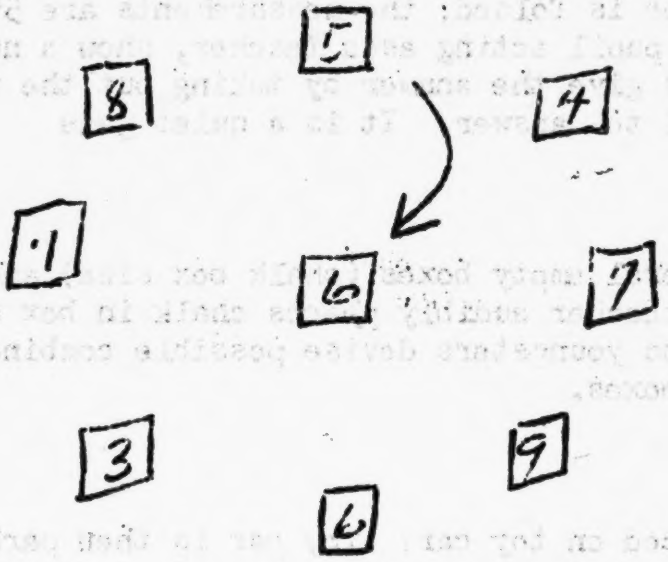
Arithmetic Activities (Cont.)

Mushpot

All children in large circle seated. Center of circle is "pot." Start in order going around circle giving combinations. If they don't know the answer they must get in mushpot. To get out of mushpot they may answer any time to beat someone before he can answer.

Musical numbers

Large numbers on colored paper. Number in center. Children walk to music around. When music stops they must add the number they are to the number in the middle.



GAMES K-3

Bounce the Ball

Number of players: Two to ten.

Materials needed: Ball

Procedure: One child stands in front of the group. Child bounces the ball any number of times from one to ten. Other children listen. Child who bounced the ball calls to another player to tell how many times the ball was bounced. Child who gives the correct number is permitted to bounce the ball next time.

Number Party

Number of players: Six to twelve.

Materials needed: None.

Procedure: Several children sit in a corner. Other children have numbers as names. One of the latter comes to the first group and says, "May I come to your party?", and taps his number on the floor or wall. The children in the corner say, "Yes, Five, (or whatever the number is) you may come in." Other guests approach in the same way. The children in the corner may take turns inviting the other children to the party.

Buzz

Number of players: Two to ten.

Materials needed: None.

Procedure: Children stand in a row. The first child says "One." The second says "Two." The third says "Three." The fourth says "Four." But the fifth says, "Buzz." The sixth says "Six," and so on through the number ten. Then start with "one" again. "Buzz" may be substituted for any number, for all even or odd numbers, multiples of given numbers (at higher grade levels) or numbers divisible by certain numbers (also only at higher grade levels).

Pegs

Number of players: One to twelve.

Materials needed: Cards on which numbers are written. Sticks, beans or other markers.

Procedure: Each child at his desk is given several cards and a handful of markers. The children place the correct number of markers on each number card. (Six markers on the card on which the number 6 appears, etc.)

Guessing Game

Number of players: Two to ten.

Materials needed: Card holder. Cards on which numbers appear.

Procedure: A series of consecutive numbers is placed in the card holder as 4, 5, 6, 7, 8. One child hides his eyes while another child removes one of the cards. The child who is "It" tries to name the missing number as he looks at the remaining cards.

Number Bingo

Number of players: Two to twelve.

Materials needed: Cards on which appear various assortments of six of the numbers 1 to 10 (or twelve of the numbers 1 to 20.)

Procedure: The leader calls a number from 1 to 10 or from 1 to 20) from the shuffled cards of individual numbers, being careful to keep track of which numbers he has called. Each player places a bean or disc on the number called if it appears on his card. The first child to cover all numbers on his card calls "Bingo" and then becomes leader for the next game.

Exchange Places

Number of players: Ten or more.

Materials needed: None.

Procedure: One child or the teachers is "It". He asks children to exchange places by calling to them using ordinal numbers as "The second person in the third row change places with the fourth person in the first row."

Fireman

Number of players: Two to twelve.

Materials needed: Blackboard and chalk.

Procedure: The teacher draws a large house on the blackboard with smoke issuing from a window to indicate that the house is on fire. A ladder is drawn next to the house with each step numbered. To "rescue" someone in the burning house, a player must read the numbers up the ladder and down again. For each player who "rescues" a person, a fireman's hat is drawn on the board.

Postman

Number of players: Two to twelve.

Materials needed: Two sets of number-cards.

Procedure: One player is chosen to be postman and is given one set of number cards. The other cards are placed on "houses" (desks) of other players. The postman must match his cards with those on the "houses." When he misses, the person who lives in the "house" becomes postman.

Addition Game

Number of players: Two to twelve.

Materials needed: Flash cards with the addition combinations whose sums are ten or less.

Procedure: Teacher or a child leader holds the flash cards so that the class cannot see the numbers and says, "Iam looking at two numbers that make 8. One of the numbers is 5; what is the other number?" The first to raise his hand and give the correct answer gets the card. The game continues until all cards are given out and the child with the most cards wins.

Chalk Tray Game

Number of players: Two.

Materials needed: Flash cards of all of the known addition combinations. Blackboard, chalk tray, and chalk.

Procedure: Ten or more of the flash cards are placed on the chalk tray. One child stands at each end. At a given signal, they start writing the answers on the board above the combinations. They work toward each other until they meet. The one with the greatest number of correct answers wins.

Climbing the Mountain or Ladder

Number of players: Two to twelve.

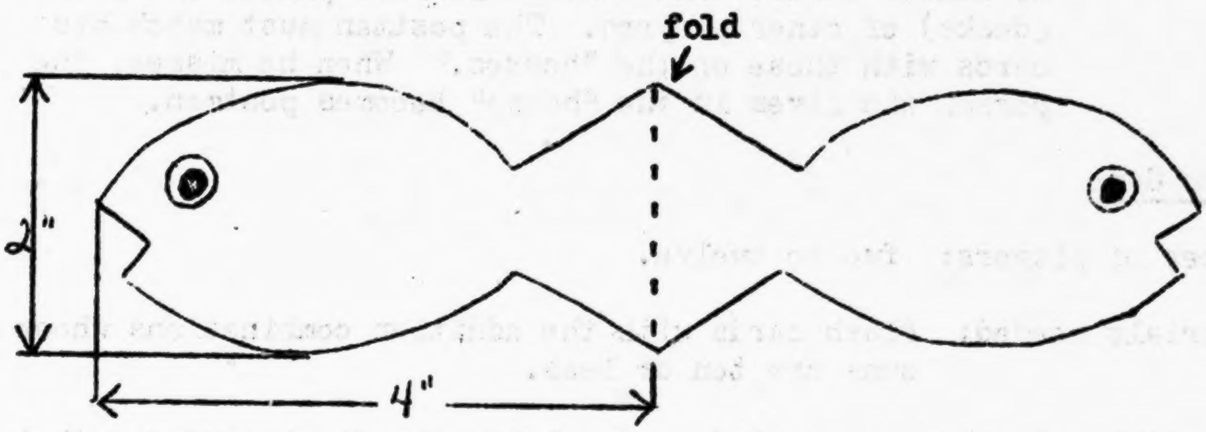
Materials needed: Blackboard and chalk.

Procedure: Write the known addition combinations in a column on the blackboard, each with one missing part. Arrange them in irregular order. The harder combinations can represent the most dangerous places. The pupil climbs the mountain or ladded by giving the missing part in each combination, beginning at the bottom.

Fish Pond

Number of players: one to four

Materials needed: Double 4" x 2" tagboard fish attached and folded at the tail as shown.



Turn the resultant folders so the tails are up and write on the outside of each folder a different addition combination whose sum is ten or less. Open the folders and write the correct answers inside each. Close each folder with a paper clip. A box about 15 inches square may be used as the fish pond. One to four fishing poles may be made by attaching a small magnet to a string and the string to a stick.

Procedure: Turn the fish folders face down in the fish pond so that the combinations do not show. Each child in turn fishes with his pole and magnet for a fish. Should more than one fish cling to the magnet the extra or extras should be detached and replaced face down in the pond. If the child can give the correct answer to the combination, he may keep the fish. If not, the fish is returned to the pond. The child catching the most fish in a given length of time is the winner. One child may play this by himself to see how many fish he can get and keep.

Delivering the Mail

Number of players: Ten or less.

Materials needed: Envelopes which have on them subtraction combinations whose differences are less than ten. Numbered cards from one to nine.

Procedure: Each player is given a numbered card to represent his "address." He must hold the number where it can be seen. One player is selected to be the postman. He has the "letters" (envelopes with combinations) which must be delivered to the proper address, that is, to the person who holds the answer to the combination on the envelope. If he gives a letter to a wrong person, that person becomes the postman and the postman takes his place.

SUGGESTED ACTIVITIES FOR ARITHMETIC FOR FUN

1. Dominoes

2. Rolling blocks (Write numbers, according to the ability of the group) on the sides of wooden blocks. Children take turns rolling the blocks and adding together the numbers which show. At first two blocks may be used--later three.

   Variation: Put numberals on 6 cubes. Make cards for teacher to hold:

   $\boxed{6}$ $\boxed{5}$ $\boxed{8}$ etc.

   Three children each take two cubes:--

   Teacher holds up a card -- such as $\boxed{8}$. The three children try to roll their blocks to make 8. (6 + 2), (3 + 5), (4 + 4), (1 + 7). Keep rolling blocks until someone makes 8. Then teacher changes card.

3. Calendar scramble game (Cut up the numbers on a calendar--several sets--and put them in envelopes. Young children may see who can put the numbers in order first. Older children might put the even numbers in order, or the odd numbers. They might choose the numbers to count by two's and three's.

4. Spin the Top Square off the inside of a flat box. Two children take turns spinning a top in the box. After each spin the child writes down the number on which the top stopped. After both have had 5 turns they add their scores to see who wins. (If the top stops on a line, the player gets another turn.) (If the children are unable to add for five turns, vary the rules.)

ORAL LANGUAGE

We feel oral language should be the major strength of the program. Each day there should be a planned activity in oral language which will enlarge vocabulary and strengthen speaking skills. In addition to the planned oral language activity the teacher should utilize every available minute to strengthen the language skills. Each school has copies of the book From Thoughts To Words. This book contains many excellent activities for language development.

Use:

1. Tape recorder
2. Puppets
3. Dramatizations
4. Choral Reading
5. Flannel board for story telling
6. Riddles

These are suggestions. There are many other good activities.

1. List rules to follow when taking a trip.
2. Summarize each day's activities. Make tentative plans for the next day.
3. Tell stories from pictures.
4. Give practice with telling a story in sequence.
    a. Tell a story. Have children retell the story.
    b. Use a picture. Print sentences about the picture on strips of oak tag. Have children arrange the strips in story sequence.
5. Have a collection corner with objects that have been collected. Children describe the objects. (Feather--white, fluffy, light, etc.) Write descriptive words on the board.
6. Work on descriptive words.
    a. Cars can rattle, screech, rumble, etc. Children can shout, yell, scream, cry, whisper, etc.
    b. Show pictures or read a list of items. Have children say descriptive words: hamburger, nurse, icicle, etc.
    c. Prepare sets of sentences on card strips in two parts. Match the parts so that they make good sense.

The dog looked	sad.
The pillow is	soft.
The story was	scary.

    d. Display pictures of animals that typify such adjectives as playful, loving, sad, discouraged, anxious, greedy, etc. Talk about each word as you look at its matching picture. Have children pose with these same expressions.

7. Classify words; Food Words, Word Opposites, Words That Describe Feelings, Animal Words, Color Words. Collect the word classifications into a book.

8. Check to be sure that children have these abilities;
    a. Ability to use both affirmative and not statements in reply to a question. "What is this?" "This is a ball." "This is not a book."

b. Ability to use both affirmative and not statements in response to a statement. "Tell me about this______." "This pencil is red." "This pencil is not blue."

c. Ability to handle opposites. "If it is not __________, it must be __________." Use these pairs for a beginning: big-little; up-down; long-short; fat-skinny.

d. Ability to use the following prepositions correctly in statements describing arrangements of objects: on, in, under, over, between. "The book is on the table." "The paper is under the book."

e. Ability to name positive and negative examples for classifications. (pieces of furniture, wild animals, tools, etc.) "Tell me something that is a piece of furniture." "A chair is a piece of furniture." "A crayon is not a piece of furniture."

f. Ability to perform simple if-then deductions. A diagram is presented containing big squares and little squares. All the big squares are red, but the little squares are of various colors. "If the square is big, what do you know about it?" "It is red."

g. Ability to use not in deductions. "If the square is little, what do you know about it?" "It is not red."

h. Ability to use or in simple deductions. "If the square is little, then it is not red. What else do you know about it?" "It is blue or yellow."

i. Ability to recognize and name consonants and vowels.

j. Ability to produce a word that rhymes with a given word, to tell whether two words do or do not rhyme, and to complete unfamiliar rhyming jingles.

k. Ability to say his full name, his address, and his age.

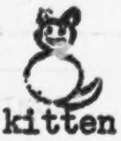
l. Ability to count objects correctly.

9. Work on sentence formation.

a. Prepare two batches of cards--one with words that can be used as nouns and one with words that can be used as verbs. One by one, children draw from each stack, place the cards in meaningful word order, and read the sentence.

Ann runs
Tom plays

b. Build sentences by doing group work with pictures. Cut a picture which shows a person or an animal doing something. Through discussion build sentences in the following manner.



kitten
kitten drank
kitten drank milk
The kitten drank milk hungrily

c. Build sentences as a group. One child starts the sentence. Another adds a word. A third adds still another. Continue adding words until the sentence is complete.

Oscar
Oscar is
Oscar is a
Oscar is a turtle.

Homer
Homer yelled
Homer yelled at
Homer yelled at his
Homer yelled at his friends.

LANGUAGE (continued)

d. Prepare words on cards in sufficient numbers to have a supply for a small group of children. The children will fit cards together to make a sentence. After the sentence is read aloud, ask the child to do two things:
--Read it a second time in a shortened form.
--Read it a third time with a couple of words added.

10. Use objects to help with beginning letter sounds and with story telling. Have each child bring a paper bag with everything in it he can find beginning in the same way that bear and big begin. As the children take objects from their sacks say the words aloud; button, bottle, bag, book, doll bed, bunny, etc.
Before the children take their bags home tell them a story about something that is magic. Direct them to choose one thing from their bag and pretend it is magic. Tell a story about their magic object. (magic button that helps you when you are afraid, magic book that tells good stories, etc.)

11. Give children practice in dramatizing problem situations. At first provide situations with animals. Gradually give them situations with which they may be having difficulty.
"You are a cautious rabbit. You never take any chances. You meet a turtle for the first time." Two children act out what happens and is said. "You have been playing outside. It is your bedtime. Your mother tells you to go to bed. You want to stay up. Talk and act as you would like to; then talk and act as you probably will act."

TENATIVE BUS SCHEDULE FOR SUMMER ENRICHMENT - 1967

June 12	June 13	June 14	June 15	June 16
Lucas	McKinley	Willard	Sabin	Nash
Dunlap	Scott	McKee	Lucas	McKinley
Bird	Grant	Longfellow	Dunlap	Scott
Nash	Moulton	Logan	Bird	Grant

June 19	June 20	June 21	June 22	June 23
Moulton	Logan	Bird	Grant	Longfellow
Willard	Sabin	Nash	Moulton	Logan
McKee	Lucas	McKinley	Willard	Sabin
Longfellow	Dunlap	Scott	McKee	Lucas

June 26	June 27	June 28	June 29	June 30
Dunlap	Scott	McKee	Lucas	McKinley
Bird	Grant	Longfellow	Dunlap	Scott
Nash	Moulton	Logan	Bird	Grant
McKinley	Willard	Sabin	Nash	Moulton

July 3		July 5	July 6	July 7
Willard		Sabin	Nash	Moulton
McKee		Lucas	McKinley	Willard
Longfellow		Dunlap	Scott	McKee
Logan		Bird	Grant	Longfellow

July 10	July 11	July 12	July 13	July 14
Logan	Bird	Grant	Longfellow	Dunlap
Sabin	Nash	Moulton	Logan	Bird
Lucas	McKinley	Willard	Sabin	Nash
Dunlap	Scott	McKee	Lucas	McKinley

July 17	July 18	July 19	July 20	July 21
Scott	McKee	Lucas	McKinley	McKee
Grant	Longfellow	Dunlap	Scott	Longfellow
Moulton	Logan	Bird	Moulton	Logan
Willard	Sabin	Nash	Willard	Sabin

LEARNING ABOUT NUTRITION

MAIN IDEA I

The food a person eats affects the way he looks, the way he feels, the way he works, and his growth.

Teacher Knowledge:

Good nutrition requires that nutrients needed by the body be provided in ample amounts.

1. Milk provides calcium, protein, riboflavin for strong bones and teeth.
2. Breads and cereals provide carbohydrates for energy.
3. Meat provides protein, minerals and vitamins for growth.
4. Vegetables and fruits provide vitamins for growth and resistance to disease.

Possible Experiences:

1. Animal feeding experiment with white rats from Dairy Council.
2. Needs of pets at home and how to feed.
3. Invite baby brother or sister to come for a feeding time; why babies need milk, how to give bottle.
4. Weigh baby visitor at beginning and end of six weeks.
5. Films from Audio-Visual Library:
    - "Bill's Better Breakfast Show" 25 min., color, puppet show
    - "Husky and Skinny" 11 min., 2 boys and milk
    - "The Man Who Missed His Breakfast" 11 min., story about a family
    - "Two Little Rats and How They Grow" 12 min., color, effect of diet
    - "Why Eat Our Vegetables" 11 min., color, effect of diet
    - "Judy Learns About Milk" 11 min.

MAIN IDEA II

A person who likes many different foods and chooses some foods from each Basic Four group for each meal will have a good diet.

Teacher Knowledge:

Food is a factor which a person can control during most of his life.

1. A person who enjoys and eats a wide variety of foods is more likely to be well-nourished.
2. There are many combinations of foods or patterns of eating by which people can obtain a good diet.
3. A good type of diet for healthy people in the U.S. is the Basic 4 plan.
4. Research shows that people in the U.S. could improve diets considerably if they increased their use of milk, green and yellow vegetables and Vitamin C fruits.

MAIN IDEA II (continued)

Possible Experiences:

1. Introduce new or neglected fruits and vegetables at tasting party:
    - several different raw vegetables (or fruits)
    - one vegetable (or fruit) raw and cooked
    - one new food and story - a book "Blueberries for Sam"
    - story "Stone Soup" and bring vegetables for soup
2. Milk
    - change milk to pudding with Junket tablet
    - make butter with whipping cream and egg beater
    - make banana milk shake with instant non-fat dry milk, cold water, and banana
3. Cereal
    - collect cereals of different countries
    - plant cereal grain in window box or flower pot
    - soak grains of cereal and examine parts - bran, endosperm, and germ
    - make marshmallow treat cookies with rice krispies
4. Meat
    - taste and compare beef and chicken in canned Junior foods and five pictures of animals
5. Plan Basic 4 breakfast, lunch, or supper using food models
6. Plan and prepare Basic 4 snack--milk, peanut butter and cracker sandwich, apple slices, orange sections, or banana chunks--put in napkin and eat outside
7. Draw picture of own breakfast
8. Sharing period for each to tell about his family's favorite food

Parents:

Leaflets: "Basic Four Chart" and "Every Day the 1-2-3-4- Way" are available from Dairy Council (243-6429). Children could take these home.

If a group of mothers would like to come to school for morning coffee and a discussion group on "Food for Children" or "Stretching the Food Dollar" a discussion leader could be arranged through Home Economics office (284-7792).

When one or two mothers at a time visit a regular class, they can learn a great deal about child development and guidance through observation. If teachers could invite two or three mothers a week to visit or to help with field trips, most parents would be reached.

AUDIO-VISUAL MATERIALS

This is a listing of much of the newer materials available through the Audio-Visual Aids Department. It is not a complete listing. You may have some favorites that are still available.

Filmstrips

We Move To Music
Magic of Mirrors
Going to the Library
Fox and the Crow
The Story of Our Flag
Dumbo - Walt Disney
Snow White and the Seven Dwarf's - Walt Disney
Peter Pan - Walt Disney
Bambi - Walt Disney
All Kinds of Houses - (Reading Readiness)
Going to the Zoo (Reading Readiness)
Going to the Country (Reading Readiness)
Going Places (Reading Readiness)
Cinderella
Dumbo
Duck and His Friends
Greedy Dog
Three Billy Goats Gruff
Three Little Pigs
~~Tommy Goes~~ to Kindergarten
Thumblina
Ugly Duckling
Three Little Kittens
Hoppy the Rabbit
Jack in the Bean Stalk
Just Animals
Mean Old Elephant
Mary Had A Little Lamb
Mother Goose Rhyms
Old King Cole
Peter Pan
Puss and Boots
Snow White and Rose Red

Good Health and You Series - Order by individual title not series title

Why Be Healthy
Health and Teeth
Right Clothes Help Health
Health and Exercise
Health and Safety
Right Foods Help Health
Health and Eyes
Community Helpers for Health
Right Habits Help Health

Audio-Visual Materials (Cont.)

Fairy Tales for Primary Grades - Order by individual title not series title

- Pinnocchio
- Snow-White and Rose-Red
- Thumbelina
- Beauty and the Beast
- Rumpelstiltskin
- The Ugly Duckling
- Snow-White and Seven Dwarfs
- Rapunzel
- The Frog Prince

Our Pets - Order by individual title not series title

- My Dog Spot and I
- My Turtle
- Our Aquarium
- My Pet Canary Dickie
- My Cat Taffy
- My Horse Dobbin
- Blackie My Dog
- My Bunny
- My Chick

The following filmstrips are sent out as a set, each set accompanied by a story book:

Picture Book Parade #5

- The Tale of Peter Rabbit
- Hey Diddle Diddle
- Baby Bunting
- The Milkmaid
- The House that Jack Built
- The Miller, His Son and Their Donkey
- Old Mother Hubbard and Her Dog
- Sing A Song for Sixpence
- The Queen of Hearts
- Angus and the Ducks
- The Old Woman and Her Pig

Picture Book Parade #8

- The Snowy Day
- The Cow Who Fell in the Canal
- Whistle for Willie
- The Tomten and Christmas in the Stable
- The Happy Owls and the Three Robbers
- Norman the Doorman
- Danny and the Dinosaur
- Wheel on the Chimney

Records

- Shoemaker and the Elves
- Mary Had A Little Lamb
- Old Woman and the Pig
- Hurrah For Bo Bo
- Twenty Frogies Went To School
- George Washington Rabbit and Granny
- White Easter Rabbit
- Three Little Pigs, Walt Disney
- Pinocchio - Walt Disney
- Fun With Music - Walt Disney
- Children's Garden of Verse - Walt Disney
- Mother Goose - Walt Disney
- Peter and The Wolf
- Babes in Toyland
- Hi Ho
- Poetry Time - 78rpm

Audio-Visual Materials (Cont.)

33 1/3 albums, other stories included, order by the name listed here.

Farmer in the Dell
Ten Little Indians
Little Boy Blue
Twinkle Twinkle Little Star
Lands
London Bridge
Three Blind Mice
Goldie Locks
Three Little Pigs
Cinderella
Gray Pony
Ginger Bread Boy
Three Billy Goats Gruff
Little Red Riding Hood
Little Tug That Tried
Jack in the Bean Stalk
Little Red Hen
Old McDonald
Ugly Duckling
Shaggy Baggy Elephant
Seven Sneezes
Muffin Man
Five Little Firemen
Old King Cole
Barn Yard
Humpty Dumpty
Rock Candy Mountain
Whistle While You Work
Bobby Shafto
Farmer In The Dell
Donald Duck
Mickey Mouse and Friends
Peter Rabbit
Ginger Bread Boy
Henny Penny
Little Engine That Could
Jack and the Bean Stalk

Childs World of Poetry with two record albums and color prints.

Sound skills - consonants
Sound skills - vowels
Sounds for Young Readers - (6 records, Vol. 1-6)

Weston Woods Album #1 (order by album title)
- The Snowy Day
- The Cow Who Fell in the Canal
- The Happy Owls
- The Three Robbers
- Norman the Doorman

Weston Woods Album #2
- Whistle for Willie
- The Tomten
- Christmas in the Stable
- Danny the Dinosaur
- Wheel on the Chimney

Weston Woods Album #3
- The Tale of Peter Rabbit
- Angus and the Ducks
- The Miller, His Son and Their Donkey
- Sing a Song for Sixpence
- Old Mother Hubbard and Her Dog
- The House that Jack Built
- Hey Diddle and Baby Bunting
- The Milkmaid
- Queen of Hearts

Weston Woods Album #4
- Millions of Cats
- Mike Mulligan and Steamshovel
- Make Way for Ducklings
- Hercules

Weston Woods Album #5
- Stone Soup
- Georgie
- Story About Ping
- The Red Carpet

Weston Woods Album #6
- The Little Red Lighthouse
- The Circus Baby
- Lentil
- The Camel Who Took a Walk

Weston Woods Album #7
- Caps for Sale
- Little Toot
- The Biggest Bear
- Andy and the Lion

Audio-Visual Materials (Cont.)

Weston Woods Album #8
- In the Forest
- Curious George Rides A Bike
- The Five Chinese Brothers
- Jenny's Birthday Book

Weston Woods Album #9
- Johnny Crow's Garden
- White Snow, Bright Snow
- Magic Michael

Weston Woods Album #10
- Time of Wonder
- A Tree is Nice
- Chanticleer and the Fox
- Finders Keepers

Weston Woods Album #11
- Madeline's Rescue
- The Little Island
- Frog Went A-Courtin
- The Big Snow

Weston Woods Album #12
- Crow Boy
- Petunia
- Little Tim and the Brave Sea Captain
- Three Billy Goats Gruff

Weston Woods Album #13
- Blueberries for Sal
- Don't Count Your Chicks
- Harold and the Purple Crayon
- Play With Me

Weston Woods Album #14
- Over in the Meadow
- The Fox on a Chilly Night
- I Know an Old Lady
- Three Blind Mice

Films

The Camel Who Took A Walk - 6 min. color
The Circus Baby - 6 min. color
The Little Engine That Could - 11 min. color
Mike Mulligan and His Steamshovel - 11 min. color
The Snowy Day - 6 min. color
A Tale of the Groundhog's Shadow - 11 min. color
Whistle for Willie - 6 min. color
The Turtle: Care of a Pet - 11 min. color
Helping Johnny Remember - 11 min. color
Johnny Learns His Manners - 16 min
Let's Visit A Shopping Center - 10 min.
Animal Friends - 10 min.
Zoo Families - 10 min. color

Audio-Visual Materials (Cont.)

Pictures - Order by set titles (not series title) - 6 to 8 pictures in a set.

- Community Helpers Series
  - The Postal Service
  - Dairy
  - Medical Helpers
  - Police Department
  - Fire Department
- Basic Science Series #1
  - Wild Animals
  - Pets
  - Common Insects
  - Farm and Ranch Animals
  - Spring Wild Flowers
  - Common Birds
- Urban Life
  - A family at Work and Play
  - School Friends and Helpers
  - Neighborhood Friends and Helpers
  - Keeping the City Clean
  - How People Travel in the City
  - Moving Goods for People in the City
- EBF Study Prints
  - Simple Machines
  - Parts of the Body
  - The Solar System
  - Day & Night & the Seasons
- Basic Science #2
  - Moths & Butterflies
  - Common Fruits
  - Broadleaf Trees
  - Animals Without Backbones
  - Reptiles and Amphibians
  - Zoo Animals
- Basic Science #3
  - Important Minerals
  - Common Rocks and Rock Forming Minerals
  - Familiar Cloud Forms
  - Familiar Fresh Water Fish
  - Familiar Birds - Their Young and Nests
  - Land Forms of Running Water
- Earth Science Series
  - Glaciers
  - Volcanoes
  - Weather Instruments
  - Erosion
  - Deserts of the World
  - Cloud Formations
  - Igneous and Metamorphic Rocks
  - Sedimentary Rocks
  - Earth Movements
  - Geological Instruments
  - Weather Phenomena
  - Minerals
  - Soils
  - Astronomy
  - Forests
  - The Sea

The Earth, Home of People - Set of 15 pictures 18" x 23" to accompany "Families and Their Needs"

Columbus Day - Set of 15 color pictures, 18" x 23"

- Children of Other Lands
  - Children of Australia and Pacific Isles
  - Children of South America
  - Children of North America
  - Children of Africa
  - Children of Asia
  - Children of Europe

SUMMER ENRICHMENT PROGRAM

Art Curriculum

Post Kindergarten, 1 & 2

1967

GOALS:

- To provide motivating and enriching experiences that will promote the growth and the creative ability in children.
- To develop in the child an awareness of the world around him through his sense of seeing, feeling, hearing, touching.
- To help children understand, what is art?
- To emphasize the value of art for everyone.
- To provide the child with an opportunity to develop physical and mental skills.

Understanding The Child In Kindergarten, Grade 1 and Grade 2:
The Child In Kindergarten, Grade 1 and Grade 2 is:

- Emerging from babyhood to consciousness of himself as an individual
- Discovering an awareness of himself and people and things around him.
- Learning that art tools and materials can be used to convey his thoughts and feelings.
- Trying out different ways of making visual symbols tell his thoughts.

Imagining things, usually imagination far exceeds technical skills of manipulation.

Some children may still be in the "scribble" stage. While others may be quite advanced in their ability to express ideas visually. Some children will express what they see, while others will express how they feel about things. Some want to first get acquainted with art tools and materials; others may express ideas from the start.

Motivating experiences should involve the child in actual contact with things around him. Experiences should be rich in opportunities to touch, see, smell, taste and hear.

Sincere interest and encouragement to the child means much to the unfolding of creative growth.

Art Curriculum (Cont.)

STRESS:

- Teaching the recognition of basic shapes
  Have a chart showing the basic shapes with their names
- Teaching the recognition of basic colors
  Have a chart or wheel showing the basic colors with their names
- Teaching the recognition of paper (Basic kinds used)
  Have a chart with samples and labels
- Teaching of texture and how things feel
  Have a texture chart with different surface textures
  Have a feeling box for handling
- Teaching of vocabulary words related in each problem
  Have a chart of these words
- Teaching the correct usage of tools (How to hold pencil, scissors, brush)
- Teaching safety habits

TOURS:

Library
Zoo
Historical Building
Art Center
Conservation Truck
Luncheon
Tour of the City
State Capitol
Shopping Center
Governor's Mansion

Suggested Art Problems Related To:

Tour Of The Art Center

Current exhibit on Oriental Art "East Of The Sun" showing through September 4.

Make a Japanese paper lantern

Make a Japanese paper fan

Stress paper and art of printing....since Orientals evolved printing as a means of communication

Do gadget printing (Use folded paper to aid in spacing)
Study calligraphy
Write own name with brush

Try brush stroke painting

Make a scroll

Try Japanese origami paper folding.....fish.....bird.....dog

Study Oriental symbolism

Fish shapes can be cut from wallpaper....stapled or sewn and stuffed

> Could also be cut from kraft paper with designs in gadget printing or crayon added.
>
> Fish mobile....by cutting fish shapes from manilla, color both sides and glue to thread
>
> Folded fish or cut paper shapes glued to background sheet with fishbowl shape cut out of second (front) sheet and wax paper or saran wrap used to simulate glass bowl
>
> Stitchery can be done on plastic mesh onion bags by attaching drawing underneath as guide while working

Sun designs can be made with crayon
tissue
paint
cut paper

Make a clay tile

Study use of masks in oriental cultures

Make a mask

Suggested Art Problems Related To:

Tour Of The City

Show pictures and/or famous paintings of buildings and cities (if available)

Discuss what makes one kind of building different from another

Repeat above for types of transportation, too

Drawings of city....own impressions....pencil
crayon
easel painting

Mural....could be made by cutting out each child's drawing and pasting to background

Using basic shapes....rectangles, squares, triangles,
- Make a skyline design
- Different textures of paper could be utilized
- Buildings could be cut from cloth and glued to paper or cloth background
- If done on cloth, stitchery could be added
- Rubbings or different textures could be cut into shapes and assembled
- Stencils might be used.... on paper
  cloth
- Stencils could make border designs

Gadget printing could be employed to make sykline or cars, buses, etc.

Design a city of the future

Using boxes, construct a 3-D city

Using folded paper strips....Make paper buildings

Make list of all types of transportation

Using chairs and/or cartons..... assemble large truck, bus or train.....using cartons

Art Problems Related To:

Trip To The Library

Make a list of the kinds of books and stories found in the library

Have class make-up a story on an indiviual basis or as a group and illustrate

Make a book mark.....cut paper
cloth...burlap...felt
aluminum foil strips

Design a book cover

Make an accordian book

Read poetry.....illustrate

Make puppets about favortie book or story character
- Sack puppets
- Sock puppets
- Stick puppets

Art Curriculum(Cont.)

Suggested Art Problems Related To:

Trip To The Zoo

Show pictures and/or famous paintings of animals (if available)

Discuss what makes one animal different from another

Mural as class project with each child contributing an animal

Animals could be drawn.....in pencil
in crayon
painted
torn
cut
folded and stood up

Animals could be made from boxes.....3-D sculpture

Each child could model an animal from clay

From their drawing, texture could be added with cereal, popcorn, cotton, rice, seeds

Animal picture could be outlined with string glued around edge

Animal picture could be completely filled in with blued string

Outline punched in oak tag with running stitch

Outline could be filled in the cut or torn paper for mosaic

Cut stencil of animal.....repeat as border design
repeat as all over pattern
stencil on cloth
stitchery added for emphasis

Leaf rubbings turned into different animals

Make up your own imaginary animal

Use strips of paper for assembling animal form

Using basic shapes.....draw an animal form

Do animal shape in stitchery on plastic mesh bag using outline underneath as guide

APPENDIX

Pamphlet

Notes On Disadvantaged Children

Directory

Calendar

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education

FIFTY GENERALIZATIONS ABOUT SOCIAL CLASS

Dale G. Hardman

STRATIFICATION

1. Every known society is stratified and has some degree of class conflict.

2. The more complex a society, the more social stratification.

3. Any group ascribed low status tends to "wall off" outside communication, to confine communication within the group. Ex: military.

4. More general wealth--higher standard of living--larger MC (middle class)--greater consensus. The greater the social distance between classes, the less consensus.

5. Those who benefit most from stratification support it most and define it as "natural" or "inherent".

6. Greater agreement regarding rank of individuals is found in small towns. Ex: need for social register in urban areas.

7. Larger cities--increased emphasis on wealth more than on lineage or length of residence.

8. The elite wields more influence in smaller towns.

9. Remarkable inter-country agreement on occupational status: Russia, Japan, England, New Zealand, U.S. correlate .84 to .94 on status of occupations.

10. There are differences in the way persons in different social classes rate or rank social position.
    LC criterion: income
    MC criterion: income and morality
    UC criterion: style of life and ancestry
    UC is rated more uniformly by all classes
    Better-known occupations rated more uniformly than less known
    Persons tend to elevate or over-rate their own occupations and adjacent occupations on the social scale.

11. In class system, status differences are perceived as individual problems; in a caste system status differences are perceived as a group problem. Inter-caste behavior is more ritualized than inter-class behavior.

12. Interclass tension reduced by (a) opportunity for mobility (b) spread of income (c) communication between classes and cultural diffusion (d) common interests.

13. More open society--more improvement of lower classes.

14. Classes above bottom (a) believe in upward mobility (b) want it (c) strive for it more than lowest class.

15. Distinguishability or visibility of social differences slows social mobility. Ex: color, dress, speech, ethnic habits

16. Upwardly mobile persons are likely to aspire one notch at a time rather than unlimited aspiration.

17. Rapidity of technological and social change--)increased openness of class system. Openness of class - ease of mobility. Urbanization and industrialization--)greater mobility, inhibition of caste. True caste system found only in rural areas.

18. Ascribing of status usually lags a generation or so behind the accumulation of wealth.

19. New ethnic groups usually are assimilated at bottom of social scale, move upward. More upward mobility in second and third generations than in first.

20. Geographical mobility is usually associated with social mobility.

21. There is less social stratification when:

    (a) Equalitarian ideology predominates.
    (b) No hereditary aristocracy is present.
    (c) There is a frontier.
    (d) There is no history of feudal system.
    (e) Literacy and education encouraged.
    (f) Political participation by all classes.
    (g) General improvement in standard of living
    (h) Fertility rates differ among the classes.

22. Social mobility seems not to be directly affected by religious or political systems. (Exception: Catholic Italy).

POSITIONING AND MOBILITY

23. Position of parent, especially father, is major determinant.

24. Upward mobility of child is related to:
    (a) Early stress on responsibility and deferred gratification.
    (b) Parental strength of mother more than of father.
    (c) Children involved with parents more than with peers. Ex: Only child.
    (d) LC leaders' children most mobile.

24. First grade children: unaware of class differences.
    4th grade children: beginning awareness of class differences.
    8th grade children: snobs. Pears reinforce class differences more than do the parents.

25. Ethnic groups more mobile if children taught:
    (a) Early independence } Ex: Jews
    (b) Defer gratification } Ex: Mormons
    (c) Value education } Ex: Scotch

Minority status may stimulate mobility if associated with above.

26. Social mobility of youth is found in urban areas more than rural. More urban opportunity, more stimuli, fewer restrictions, more anonymity, more tolerance of deviance.

27. LC children receive less educational encouragement, even discouragement. (See Hollingshead, p. 170, 171).

28. Class continuity (son in father's occupation) inhibits mobility.

29. Mobility tends to conform to aspirations: one notch at a time.

30. Rate of generational mobility (son higher or lower than father) is very similary in industrialized cultures. People in U. S. believe in it more than Europeans, though there is no significant difference. Even in ancient China 1/3 to 3/4 of leaders came from unknown parents. Less than 1/5 were third generation elite.

31. There is nearly always more upward mobility than downward--60:40.

32. Upward mobility in business is tougher, more selective than yesterday.

BEHAVIORAL DIFFERENCES

33. There is a positive correlation between life expectancy and social class.

	LC	UC
1920	49.6	60.6
1930	49.5	63.0
1940	56.5	65.4

There is a negative correlation between morbidity and social class. Ex: Mental illness.

Schizophrenia per 100,000	
Classes I & II (UC)	111
Class III	168
Class IV	300
Class V (LC)	895

($p < .001$)

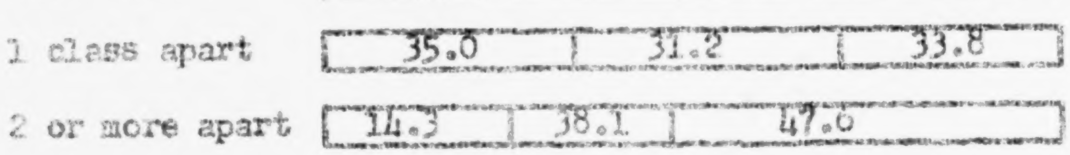
Exceptions: colitis, allergy occur more in UC.

34. Inverse relationship between social class and fertility (but difference between classes is diminishing).

35. UC and MC parents respond to child-rearing publications more than LC parents.

36. There is considerable inter-class marriage, but far less than intra-class. Most inter-class marriages cross only one class line.

37. More marital maladjustment found in inter-class marriages than in intra-class.



38. In the upper classes:
    (a) later age of marriage
    (b) more spinsters
    (c) better marital relations (note: this may be a function of rating them according to MC and UC norms).

39. In lowest class:
    (a) more divorce, separation, desertion (least in MC)
    (b) more common law, "serial" mating
    (c) more male-less homes, 2-4 female generations per household

40. Mobility of one spouse creates marital tension, especially upwardly mobile wife. Family mobility creates child tensions, insecurity.

41. Most peer relations are within ones class. Dating is class-bound more than marriage is.

Boys and Girls in Classes		Classes of Dating Partner			
		I & II	III	IV	V
I & II	Boys	54%	38%	8%	0%
	Girls	50%	35%	15%	0%
III	Boys	18%	53%	27%	2%
	Girls	15%	58%	27%	0%
IV	Boys	3%	11%	79%	7%
	Girls	4%	16%	74%	6%
V	Boys	0%	2%	28%	70%
	Girls	0%	9%	33%	58%

42. (a) LC imitate elite more than vice versa.
    (b) Positive correlation between amount of imitation and inter-class contact.

43. As social distance increases, interpersonal contacts change from peer relationships to subordinate-superordinate relationships.

44. Types of group memberships vary among classes:
    UC: Join clubs, exclusive membership. Churches: Episcopal, Presbyterian, Congregational, Quaker, Unitarian.
    MC: Join lodges, fraternal societies. Churches: Methodist, Lutheran.
    LC: Few formal memberships; "Insurance" type fraternal orders. Churches: Baptist, evangelical groups.

45. Upwardly mobile persons are more likely to change friends, church, politics, and views than are socially stable (stationary) persons.

46. Greatest sexual activity found in Class II males--stable semi-skilled. Upwardly mobile likely to "aspire ahead" behaviorally and attitudinally--to adopt class before they actually rise socially.

47. Value systems differ between middle and lower classes (little study of upper class values has been done).

Middle Class	Lower Class
Achievement stressed	Stress on getting by, "making a go of it"
Defer gratification	Better to get pleasure when it is available
Thrift: save for rainy day	"Spend it when you got it; borrow when you ain't; pay it back when you can."
Reliance on self	Reliance on relatives
Perceive authority as friend	Suspicious of authority; resistant (but more authoritarian)
Physical aggression discouraged	Aggression condoned or encouraged
Sexual continence stressed	More casual, permissive attitude
Prestige-seeking approved	Overt prestige-seeking frowned on
Optimistic of future	Fearful and pessimistic of future
Man controls own fate	Fate controls man
Charity for less fortunate	Sharing with peers in need
Political and religious conservatism	Political and religious radicalism
Alcohol as pleasure	Alcohol as escape; more alcoholism
Education stressed, often for its own sake	Mixed findings: probably less stress than in MC; education as means to end
Good manners, behavior stressed	Courage, toughness, masculinity, horseplay
Formalization of groups, organization, interpersonal relationships	More faith in and reliance upon informal relationships; suspicion of and less commitment to formal organizations
Rationality stressed	Emotionality, action stressed

48. Social mobility enhances consensus.

49. Tastes vary among classes. There is considerable copying and imitating much more of upper classes by lower.

50. Possibly more lawlessness in lower class, at least of certain types of offenses. Definitely more legal action against lower classes.

BUS SCHEDULE FOR SUMMER ENRICHMENT PROGRAM 1967

June 12, 1967

Lucas - Main Libr.
Dunlap - Main Libr, 10:30
Bird - Westside Libr.
School A - Tour of City

June 13, 1967

Nash - Main Libr.
McKinley - Art Center
Longfellow - Main Libr., 10:30
School B - Hist. Bldg.

June 14, 1967

Grant - Hist. Bldg.
McKee - Art Cen., 10:30
Willard - Main Libr.
School C - Art Center

June 15, 1967

Moulton - Main Libr.,10:30
Scott - Hist. Bldg.
Sabin - Main Libr.
Logan - Art Center

June 16, 1967

Lucas - Hist. Bldg.
Dunlap - Art. Center, 10:30
Bird - Art Center
School A - Westside Libr.

June 19, 1967

Nash - Hist. Bldg.
McKinley - Main Libr.
Scott - Westside Libr.
School B - Tour of City

June 20, 1967

Grant - Main Libr.
McKee - Hist. Bldg.
Willard - Art Center
School C - Main Libr.10:30

June 21, 1967

Moulton - Art Center
Longfellow - Hist. Bldg.
Sabin - Art Center, 10:30
Logan - To Lucas **

June 22, 1967

Lucas - Art Center
Dunlap - Hist. Bldg.
Bird - Zoo
School A - Zoo

June 23, 1967

Nash - Zoo
McKinley - Zoo
Scott - Art Center
School B - Westside Libr.

June 26, 1967

Grant - Zoo
McKee - Tour of City
Willard - Zoo
Logan - Westside Libr.

June 27, 1967

Moulton - Zoo
Longfellow - Art Center
Sabin - Zoo
School C - Dinner*

June 28, 1967

Lucas - Zoo
Dunlap - Zoo
Bird - Hist. Bldg.
School A - Art Center

June 29, 1967

Nash - Art Center
McKinley - Hist. Bldg.
Scott - Dinner *
School B - Art Center, 10:30

June 30, 1967

Grant - Art Center
McKee - Westside Libr.
Willard - Hist. Bldg.
School C - Tour of City

Unless otherwise designated, all tours should reach their destination at approximately 9:30 A.M.

* Children will be served dinner at approximately 10:45 A.M.

Schools identified as School A, School B, and School C will be designated at a later date.

**To see Conservation Truck

July 3, 1967

Moulton - Hist. Bldg.
Longfellow - Zoo
Sabin - Dinner*
Logan - Zoo

July 5, 1967

Lucas - Dinner *
Dunlap - Tour of City
Bird - To Grant **
School A - to Grant, 10:30

July 6, 1967

Nash - Dinner *
McKinley - Tour of City
Scott - Tour of City
Willard -

July 7, 1967

Grant - Dinner*
McKee - Zoo
School B - To Willard**
School C - Zoo

July 10, 1967

Moulton - Dinner *
Longfellow - Tour of City
Sabin - Hist. Bldg.
Logan - Dinner *

July 11, 1967

Lucas - Tour of City
Dunlap - Dinner*
Bird - Tour of City
School A - Dinner *

July 12, 1967

Nash - Tour of City
McKinley - Dinner *
Scott - Zoo
School B - zoo-

July 13, 1967

Grant - Tour of City
McKee - Dinner *
Willard - Tour of City
School C - Hist. Bldg.

July 14, 1967

Moulton - Tour of City
Longfellow - Dinner *
Sabin - Tour of City
Logan - Hist. Bldg.

July 17, 1967

Lucas -
Dunlap -
Bird - Dinner *
School A - Hist. Bldg.

July 18, 1967

Nash
McKinley - to Dunlap, 10:30
Scott - To Dunlap
School B - Dinner *

July 19, 1967

Grant
McKee -to Longfellow 10:30
Willard - Dinner*
School C - To Longfellow

July 20, 1967

Moulton - To Nash
Longfellow
Sabin - To Nash 10:30
Logan - Tour of City

Unless otherwise designated, all tours should reach their destination at approximately 9:30 A.M.

*Children will be served dinner at approximately 10:45 A.M.

Schools identified as School A, School B and School C will be designated at a later date.

**To see Conservation Truck

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education

Characteristics of the Ways of Living of Children from Different Kinds of Homes*

Middle Class Homes	Disadvantaged Homes
The ability to communicate is carefully nurtured. Children are encouraged to speak in words, phrases, and complete sentences; they have a repertoire of nursery rhymes, poems, stories, and songs which have been taught by rote. Their curiosity is cultivated, and questions are answered by parents.	The use of nicknames such as "Sister" and "Junior" for various members of the family is so prevalent that many children are not able to repeat their own names, nor to recognize them when roll is called by their first teacher. They do not know the names of common objects about the school and community; no one has ever told them what they are. They do not talk in sentences; they are unable to ask questions or even to express what they want - inarticulate sounds and pointing have often previously sufficed. Children's immature speech patterns continue to exist because no one at home realizes or recognizes that they are speaking incorrectly. Their repertoire of rhymes is limited to television commercials and jingles.
They learn to talk freely with parents, siblings, other children, relatives, neighbors, local shopkeepers, and friends of parents.	Children respond to unfamiliar adults with silence because of a distrust of strangers, and to other children with monosyllables or a shaking of the head.
The shape, color, and relative size of objects is pointed out to them, and they learn to discriminate.	Apparent lack of understanding of concepts of time, size, and shape is a matter of unfamiliarity with any terms other than the most simple. While they may not understand "before-after," they do know "in front of - in back of"; they may not know "circle," but they know a ball; they may not know "square", but they will know a block.
Musical experiences come from the stereo-hi-fi, the television set, musical instruments or record players, and personal radios. Music, art, or dancing lessons may be a part of their after-school education.	Radios may be tuned to a non-English speaking station, or television sets to programs which offer little in the way of cultural development either musically or in improved English usage. Musical instruments, frequently played by ear, without benefit of formal instruction, are usually the small ones associated with folk tunes.

* Benjamin C. Willis, Compensatory Education in the Chicago Public Schools. Chicago: Board of Education, 1964, pp. 27-30.

Middle Class Homes	Disadvantaged Homes
Books, magazines, and newspapers are part of the surroundings at home, as are pictures, music, and toys. Some of the books are their own, to be used whenever they wish to do so; others may be used with someone older, and children are taught to handle these carefully. They are read to, and see others read as a matter of course.	There are few books, magazines, or newspapers in the home. Playtime, preferably outdoors as long as weather and daylight permit, extends until bedtime, without a quiet period for stories. Seldom do they see anyone read, other than perhaps an older brother or sister doing a school assignment. These children often see the printed word only on the labels of cans or on the television screen, and no one calls their attention to these symbols.
Not only do they have toys of their own, the toys have educational value, develop kinesthetic skills, and are designed to encourage creativity and imaginative play.	Commercial toys are few in number, and are generally limited in variety to a ball, an inexpensive doll, ten and twenty-five cent wind-up toys, most of which are short-lived. Wheeled toys which encourage big muscle activity are seldom available. Instead, the children develop powers of imagination and improvise toys of their own. A grocery box may alternately be a doll bed, a hat, or a bus.
Crayons, pencils, paper, coloring books, and toy Chalkboards are readily available, and their use is encouraged.	Children must be taught how to hold these objects properly, how to stay within the limits of the paper, and how to control small muscle movements. Their previous use of crayons and pencils has frequently been misdirected, as landlords in these neighborhoods will verify.
Family living includes eating as a family group, seated together at the table, engaging in conversation in which all members can take part. Children are taught progressively how to manipulate the various eating utensils.	There is no regular mealtime routine. Eating in groups is a new experience, as is mealtime conversation. Such children may prepare their own meals at an early age. Sandwiches are common fare, and may be eaten while walking around. In the school lunchroom many foods are eaten with the fingers because children have not been taught to do differently.
Usually some place in the home is designated as theirs, where they can go when they feel the need for privacy. A place and time for study is provided.	No definite study time is set aside. The children seldom have a room of their own; they have little opportunity to develop a sense of private ownership. Since they have had no experience with "this is mine", they have no foundation for the concept of respect for the property of others.

Middle Class Homes	Disadvantaged Homes
Children are taken by parents to places of interest and cultural advancement, such as concerts, parks, zoos, museums, the theater, the ballet, selected movies, sporting events, and educational trade shows. Their horizons are extended by family vacation trips to other parts of the state and regions of the country. In the city the auto is used almost exclusively, and experience with modes of public transportation may be limited.	Trips in the city are limited to visits with relatives who often live nearby in the same milieu. Trips to the downtown shopping area or rides on subway or elevated trains are momentous events. Longer trips taken to the parents' home region, usually by bus, are often unfortunately timed, taking place during the school year. These are a deterrent to learning, rather than an asset, because the children are even farther behind academically upon returning to the city.
The busy schedule of both parents and children may sometimes preclude the opportunity and the right climate for a discussion by the children of things that are important to them.	In addition to being lost in the crowd at home, these children may be door-key children with no one at home to meet them, to share in their triumphs or troubles, or to listen to an account of their day at school.
Parents attend school performances in which their children participate and occasionally visit the school for an informal evaluation of the children's progress.	Mothers often disappoint their children by not attending performances even when invited to do so, and many come to school for a conference about educational matters only when pressured, because they are fearful of school authority, feel inadequate, or because the national mores do not sanction women representing the family alone.

DES MOINES PUBLIC SCHOOLS
Department of Elementary Education

SUMMER ENRICHMENT WORKSHOP - Monday, June 5, 8:30 to 3:30 Moulton School

8:30 - 8:35 Auditorium - Announcements

8:35 - 9:05 "What Summer Enrichment Can Mean to Des Moines Primary Children" - Sarah Page

9:05 - 9:35 "A Look at Summer Enrichment, 1966" (Slides, Films, Pictures) - Cecil Leonard

9:35 - 10:45 "Activities and Satisfactions of the 1966 Program and Their Implications for 1967"

Eleanor Murdock, Panel Chairman
Diana Pope
Frank Hoes
Ruby Veber
Marjorie Little
Evelyn Bridges
Louise Silvers
Janet Cleveland
Janet Murphy

10:45 - 11:00 Break, Cafeteria

11:00 - 11:30 Building meetings with all assigned summer enrichment principals and staff at assigned tables in the cafeteria

11:30 - 1:00 Lunch hour

1:00 - 1:45 Dr. Audrey Forest - "The Disadvantaged Child" Auditorium As Introduced by Jim Cunningham, Principal at Moulton

1:45 - 2:00 Announcements - Calendar of Activities - Don Shaw, Principal at Logan

2:00 - 3:30 Curriculum, Planning and Evaluation (Assigned small group meetings)

Room 205 - Art Teachers - Donna Yeast
Auditorium - Music Teachers - Cherlyn Bailey
Librarians - Library - Pat Guthrie and Jim Daugherty 276-8274
Room 208 - Nurses - Nadine Machesney
Room 202 - Post K Teachers, Olive Devine 288-1134
Room 204 - Post 1 Teachers, Lester Rees
Room 206 - Post 2 Teachers, Irene Perkins
Cafeteria - All project principals - Jim Cunningham
Cafeteria-Teacher Assistants - Lydia Rogers and Ken Rankin